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ABSTRACT

This document contains three issues of "Training Ideas," a bimonthly publication of instructional materials and articles dealing with human resource development. The premiere issue (1984) includes the following articles: "Information Retrieval: Finding That Lost Article" by Patrick Suessmuth; "Increasing Learning in Printed Materials through the Use of Retention Builders," by Patrick Suessmuth and Art Horrox; "Writing Effectiveness Inventory," by R. J. Peterson; "Planned Degradation in Training Design," by Art Horrox; "Lessons and Their Materials: Interpersonal Conflict Resolution Styles," by Patrick Suessmuth; and "Front End or the End," by Art Horrox. A trainer's key word list is also included. Articles in the August-September 1984 issue include "Conflict," by Patrick Suessmuth; "Clean Up Your Act," by Art Horrox; "That Trapped Feeling," by Bob Peterson; "Helping People," by Patrick Suessmuth; "Action Objectives," by Bob Peterson; "Courseware Design Process," by Art Horrox; and "Point of View," by Art Horrox. The first item in the April-May 1985 issue is a learning styles inventory with accompanying lesson plan and administration guidelines developed by Patrick Suessmuth. The next item, "Tips of Training" by Bob Peterson, is a question-and-answer discussion of training techniques. Provided next is a brief article by Patrick Suessmuth entitled "Guidelines for Perceiving Others from Their Perspective." Art Horrox discusses the use of behavioral objectives in computer-assisted instruction (CAI) and provides a practice exercise in an article entitled "CAI--Abbreviated Objectives." The concluding article, "Weighty Books for Trainers" by Patrick Suessmuth and Bill Cumberland, lists recommended books dealing with the following areas of training: administration, communications, course design, evaluation, group dynamics and process, instructional techniques, learning theory, labor force planning, personal and organizational interface, research and development, training equipment and materials, and training needs analysis. (MN)

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Premiere Issue

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• TRAINING IDEAS 1984

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ABOUT THIS PUBLICATION

* TRAINING IDEAS is published bi-monthly, i.e. six times yearly.

* The content features work by Canadian Authors.

* There is a minimum of 45 pages of tightly written material in each issue.

* TRAINING IDEAS is in book sized format and delivered in an envelope by first class mail.

* There is a lesson plan and its handouts in each issue.

* All articles are keyworded for easy retrieval (see back cover for details).

* No advertising (other than for our subscriptions) will appear in TRAINING IDEAS. From time to time advertising will be inserted in the envelope as an enclosure.

* All articles relate to training and human resource development.

* An article is never continued elsewhere in the publication. Each article is completed before the next one starts.

OBJECTIVES

* TRAINING IDEAS is designed to help invigorate your training by giving you good, new ideas to use in tomorrow's presentation.

* TRAINING IDEAS was born out of a need for a place for Canadian writers of training materials to publish their practical, usable, learning ideas.

* To provide training materials for use in the classroom that are <u>copyright free</u> based on our copyright policy.

* To expand your depth of knowledge and experience in training.

* To run a profitable publication.

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1 year subscription (6 issues)	$ 55.00
2 year subscription (12 issues)	90.00
3 year subscription (18 issues)	125.00

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* Read time based on a reading speed of 200 words per minute.

TRAINING IDEA # 1

Information Retrieval

Finding that lost article

by

Patrick Suessmuth

KEY WORDS DESCRIBING THIS ARTICLE

* information
* retrieve/retrieval
* system
* file(ing)
* article(s)
* technique(s)
* read(ing)
* speed
*
*

Dear Reader:
This publication starts with this article because many of us read articles like this one, file them for later use and then later -

* know you have read it
* need it and
* can't find it anywhere

This article is to help you prevent the problem of not being able to find the articles you've read in TRAINING IDEAS.

In this article I am going to describe a filing system, which you can use. So this piece is about (1) FILING written articles and documents you've read (2) FINDING them and (3) READING written materials faster. I'll outline a filing system that will reduce the time you spend finding information by as much as 85%. With this information retrieval/filing system, you'll be able to:

* find any information or article in your filing system in less than two minutes even if the system has over 10,000 articles in it.

* quickly determine if you have information in a specific subject area.
* retrieve a document you read years ago & had forgotten, but which is perfect for your needs today.
* extract only documents pertaining to your needs.
* file and keep more articles than you currently do and yet find them easily in the future.
* use less space to hold this larger collection of information.
* have others use your system to find or add articles.
* re-file documents quickly and accurately.
* file articles without reading them.

Sound impossible? It isn't. Keep reading.

I will be using the two words document and article to cover ALL classes of written materials, such as advertising brochures, letter, lesson plans, magazine articles, books, etc.

Sincerely

Patrick Suessmuth

INTRODUCTION

To start with let's briefly expand the read, file, find sequence.

First: when you and I read an article for the first time, we are reading it to DECIDE if it is any "good" and if we want to use it now or if we want to file it for future use.

Second: when we decide to file the item, we may do it a number of ways. A couple common ones are: we mentally log the article, hoping to remember it in the future or, we put it in a file according to the topic we feel it belongs under. With this later approach we often file it in a number of different topic areas because it fits under more than one topic. For example, you might eventually file this article under - information - retrieval - system - file(ing) - article - technique - reading.

Third: when we want the article, where is it? Can we find it instantly? Is it always where we think it is? Or do we suffer the SEARCH? I know I used to spend hours searching

for articles I knew I'd seen/filed somewhere. It is not uncommon to spend upwards of an hour trying to find some document, sometimes successfully, sometimes never finding it.

The filing system I plan to outline for you is the seventh filing system I have used in my twenty years in training. The first six collapsed into useless chaos. This seventh one has solved the chaos for me and has stood the test of time. It has not collapsed into chaos. It has been able to expand and grow as I did. It has been, for me, perfect. I hope you will find it "perfect" too.

A perfect information filing system is one that is:

(1) USER-ORIENTED - It must give me any article, on any topic, instantly, when I want it. This means it has to be adaptable to MY filing need. It must fit the unique filing needs I have. It must give me any article, on any combination of "topics" I so choose to ask for, even though that is more demanding than I would be of myself.

(2) RAPID IN RETRIEVING ARTICLE - It must give me ALL the articles I have filed INSTANTLY, when I want them. The filing system must allow me to have in my hands EVERY article I have EVER filed on the area I am interested in at this moment in time. It must allow me to access them even though I do not remember ever having seen the document. It must allow me to have ALL these wanted articles be it only a single document or as many as fifteen to twenty, in my hands in LESS THAN TEN MINUTES from when I start my search.

(3) SIMPLE TO USE - It must not be hard or complex to use. I must be able to file articles easily. I must be able to find articles easily. I must not have to go through difficult, foreign, or new procedures for me in reading, filing or finding/retrieving a document.

(4) OPEN-ENDED - It must be able to expand, change and grow as I do. Last year I wasn't concerned with LEFT and RIGHT BRAIN LEARNING TECHNOLOGY, but now I am, and my filing system must be such that it can handle this change. It must be such that when I search for articles, it will turn out the new with the old, even though the inter-relationship between

the two was not in the originiinal;design of the filing system. It also must be able to accommodate an infinite number of articles.

That's quite a demand to make on any filing system, isn't it? But, if you're like me, that's the kind of filing system you want . . . and that's what the one described in this article called, Uniterm System for Co-ordinate Indexing (Co-ordinate Indexing for short), does for you. The Co-ordinate Indexing System was developed by the US Armed Service Technical Information Agency and it will do all of the above for you plus two more things: (1) file MORE documents than you have ever filed before. It will allow you to file the articles you now don't keep because you know you'd never find them when you want them, or you consider you might want but aren't sure where to file them exactly; (2) You can use the system to read faster. I'll explain this side benefit at the end of the article because it is now time to learn how the System works.

STARTING YOUR SYSTEM

It starts with the document you're reading and the decision you want to keep/file it. If you decide you might want the article someday then, simply write down ALL the words you feel you might use if you were going to want to recall the article i.e., write down the words that describe the article for you. For example, with this article up to this point, you might have decided on these words: information, retrieval, articles, filing, finding, reading, lost, words, steps, and system. The All is emphasized because the more encompassing your words are of the article's main content areas, the more likely you are to retrieve it when you want it in the future. The words can be written right on the item if space permits. I usually write them on the first page of articles, or on a sheet of paper if it is a book or a microfilmed document. If you use the sheet of paper approach you can staple it right onto the item.

Since you are probably starting your system what I would recommend you do is after you have read the article and put the key words on it, pile all these documents in a special place. Continue reading and key wording EVERY article you read and add them to your special pile. When your pile of key worded documents reaches about 50 items, YOU ARE READY TO ESTABLISH YOUR KEY WORD LIST AND FILING SYSTEM.

ESTABLISHING YOUR KEY WORD LIST

To establish your filing system you need to know what key words you are going to use. You can brainstorm the list of words you want to use but you don't have to if you have the 50 articles key worded. Simply take your 50 items and write out the key words you've written on the articles. Then organize the words in the list alphabetically (you can have a secretary or support staff person do all of the work involved here in starting your Key Word List). Now take that alphabetical list and make these adjustments to it:

ADJUSTMENT I

Find synonyms or "near synonyms", i.e., words that may have different dictionary definitions, but are frequently used interchangeably, such as exercise, game and simulation. Another example of "near synonyms" is: course, workshop and seminar. Once you've found these synonyms decide which term you'll use and cross reference it to the other, see the word list following this article starting on page 17 for examples of how this is done.

ADJUSTMENT II

Eliminate words which are not meaningful or have vague definitions for you. "Analytic" and "analysis" can often be such a pair of terms.

ADJUSTMENT III

Change all words to their simple root word and use this root word to cover all the variations in the word, i.e., CREATE stands for creates, creation, creative, creativity, created, creating, etc., USE stands for used, usable, using, etc.

ADJUSTMENT IV

Where a word may have more than one meaning in its use, such as needs, in "needs analysis" and "needs hierarchy", it is still only one word, even though it actually has two distinct and different meanings. Be aware, you are not building a dictionary, but a word list that will work for finding articles. That's why we are eliminating synonyms, combining

words, and using one word to cover multiple meanings of it.

ADJUSTMENT V

Terms or words such as VTR, OD, TA, PL1 are usable.

ADJUSTMENT VI

DANGER. Use this adjustment sparingly. Word pairs may be used if they tend to be combined in the jargon of your profession, such as "learning how to learn", or "train the trainer", in the training field. In the case where these multiple word situations creep into your list you will still use "learn" and "train" in your word list. I personally have used the separate word "lesson" and "plan" in my word list, though they also appear in it as a combined pair of words. The key words "lesson plan" I reserve and use ONLY on lesson plans I have built myself. If someone gives me a lesson plan, I key word it using two words. This allows me to quickly find a lesson plan I have made myself. (This usage is necessary for me as I have over 200 separate and distinct lesson plans I use. When you have that many, you can't remember them all, let alone find them in files or course manuals.) I use separate cards for lesson and plan and learn and train where the words are not bound together. In closing this adjustment, separate things like "time management" and "course design" - THE RULE IS AVOID WORD PAIRS WHEREVER POSSIBLE.

ADJUSTMENT VII

Use this adjustment sparingly too. You can designate special words to have special meanings for yourself. In my word list the word "original" has a special meaning for me. I use it to identify items that are camera ready, typed originals for printing of training materials. Another special word I use is "College", which stands for a special course called College for Trainers. By designating these special words it helps me find specific items related to unique events or unique documents.

ADJUSTMENT'S CONCLUSION

In closing off this section the adjustment relating to

synonyms and near synonyms is critical to the success of your system. Be ruthless in the elimination of like words because the problem they create will not appear until you try to retrieve information. To illustrate this point think of the searching you'd have to do on "course design", if you also had to search "session design", "workshop design", "lesson design", etc., when one search could have done them all. (A copy of my word list as of mid 1983 can be found in Figure Four at the end of this article. You may obtain an updated copy by sending your name and address and a cheque for $10.00 to PATRICK SUESSMUTH, RR#2, Hillsburgh, Ont. N0B 1Z0. This service does not start until January 1985.)

NUMBERING THE ARTICLES

Each article is assigned a number in straight numerical sequence. If this isn't your first article to be filed with this system, then assign the next higher number to the document. If it's your first document then label it one. The trick here is to somehow keep track of what number you assigned to the last article you put in the system. I use a sheet of paper on which I record the next number I'm to use. See Figure 2, page 14,15, it contains a listing of numbers from 1 to 2099. You can photocopy and use it to keep track of the article numbers you have used. Others use a Numerical Check Sheet with the numbers from one to 1000 on it and cross off the numbers as they are used. It's your choice how you keep track of the next number to be used during the time period between finding articles you want to keep.

(If at this point in the article you are reacting that all of this takes a lot of time, you're right. It takes time to SET UP a new filing system. But, be aware much of this set up can be done by your support person, if you have one. But, this system saves hours and hours and reduces frustrations when you want to find articles.)

KEY WORD CARD

At this point you will need to print about 1000 KEY WORD CARDS, (see figure 3, page 16, for a sample of a KEY WORD CARD which you can use for reproduction purposes.). You need a card for each new word you decide to use in describing your articles. Enter the article's number in the appropriate column on each KEY WORD CARD. The appropriate column is determined by the last digit in the document's number, (the

numbers in the 10 columns in figure 1 are all entered in the appropriate column by their last number). Obviously, the number of cards increases as the words you are relating to expands. You will probably use about 400 cards in filing your first 200 articles. The system tops out somewhere around 1000 cards in most personal information retrieval systems.

FINALLY . . .

File your numbered documents away in numerical order, simply by opening your file drawer and adding them in behind the last item you filed.

TO RETRIEVE A DOCUMENT

At this point you may be concerned the system will fail you when you want to find an article. It won't, but you'll have to just take our word on that till you've experienced how effective it really is. Let's look at how the system works through a practical example. Say you are working at a project and suddenly reach a point where you want to find out more information on how to assess if people need training. Also let's suppose you don't remember ever reading anything on that subject. Here's how you'd go about retrieving information in YOUR new filing system:

RETRIEVING - STEP I

Decide which words in your word list best describes the contents of the documents you think you'd like to read. In this case you might use these words: training, needs, and analysis.

RETRIEVING - STEP II

Pull the cards for these designated words.

RETRIEVING - STEP III

Line up the cards so the columns of numbers are directly in

line with each other. (See figure 1, page 13.)

RETRIEVING - STEP IV

Using figure one, look down each of the ten columns of numbers searching for the numbers that appear on all three cards. In this case the numbers are 540a, 710s, 502s, 683s, 624a, 608a, 688t and 539a. (For an explanation of the suffixes here, see item one in the section title "REFINEMENTS", further on in this article.)

RETRIEVING - STEP V

Pull the documents by these numbers from your files.

RETRIEVING - STEP VI

Refile your cards.

That's all there is to finding that lost article if you've ever read it and filed it. This training, needs, analysis search outlined here took exactly six and one half minutes to leisurely have the eight articles in a pile on the desk. What was the quality of the eight articles? Seven were exactly what was required, one was inappropriate to the project.

Another recent example of how this filing system works, occurred recently in dealing with a client over the phone. The client was asking about help on disciplinary procedures and wondering if I could provide him with some quick information on the subject. I couldn't remember ever having read anything on discipline but for some reason I thought, keep the client on the phone and look up discipline in the key word cards. I asked the client to explain why the sudden interest in discipline and reached for the cards, pulled the discipline card and saw I had four articles listed. The result of knowing I had information available that I didn't know I had was I carried on the rest of the conversation knowing "good" information was readily available to me.

That's all there is to avoiding losing and to ensure finding the document you want when you want it. The rest of this

article expands the use and effectiveness of the above system.

YOUR OLD DOCUMENTS

As you use an article from your old filing system, don't return it but treat it as if it were new. In this way, you'll slowly convert your old system into your new one. When the time comes to dispose of the old files completely, simply go through what's left and put whatever you want to keep into your new system.

REFINEMENTS

(1) Alphabetic prefixes and suffixes can be added to the numbers to code different types of documents. I have used this refinement to allow me to keep my subscription periodicals separate and in the order in which they are received. I've coded each different subscription magazine by an alpha-suffix attached to the number to tell me where to find the article I want.

(2) Files of lesson plans, course handouts, specific simulations and exercises can be incorporated into the system too, either by coding them to a separate area of the office or by building special words in your main system to find them.

(3) Advertising brochures, letters, etc., can also be entered into this system. These can be disposed of or purged from your system as they become dated through the system outlined in the next section on DISPOSAL in this article.

(4) Articles to be entered onto the key word cards can be collected and entered once a month. A support staff person can do the entering, if you want, provided you are properly organized.

(5) If documents are circulated to a number of people, everyone can enter articles into the same filing system. All that has to be done is to have everyone use the SAME word list. This means as changes, additions and adjustments in the list occur, everyone gets a new list they must use in putting key words on articles.

(6) This filing system can be used in any work or personal situation where there is a need to keep track of more

informational material than your memory could hold. Lawyers, scientists, systems analysts, trainers, engineers, etc., can all find use of this system easily.

(7) This filing system is readily convertible to a computerized system. When you figure you want information on the computerized version contact Art Horrox, and he will share his experiences in this area with you.

DISPOSAL

If your system is one in which you'll want to dispose of certain items eventually, or to file them away permanently in some archive, then you'll want to set up some special key word cards in your system. These special cards might have headings like this: "DISPOSAL of after Jan. 1, 1984", "DISPOSAL of after July 1, 1985", etc. or "ARCHIVES, send there after Jan. 1, 1984" . . . I'm sure you've got the idea. With key word cards like those in the system then all you do is (1) enter the document number on the appropriate card, (2) pull your disposal and archives cards on the set dates and (3) dispose of or send to archives the articles in your filing system identified by the numbers on your card.

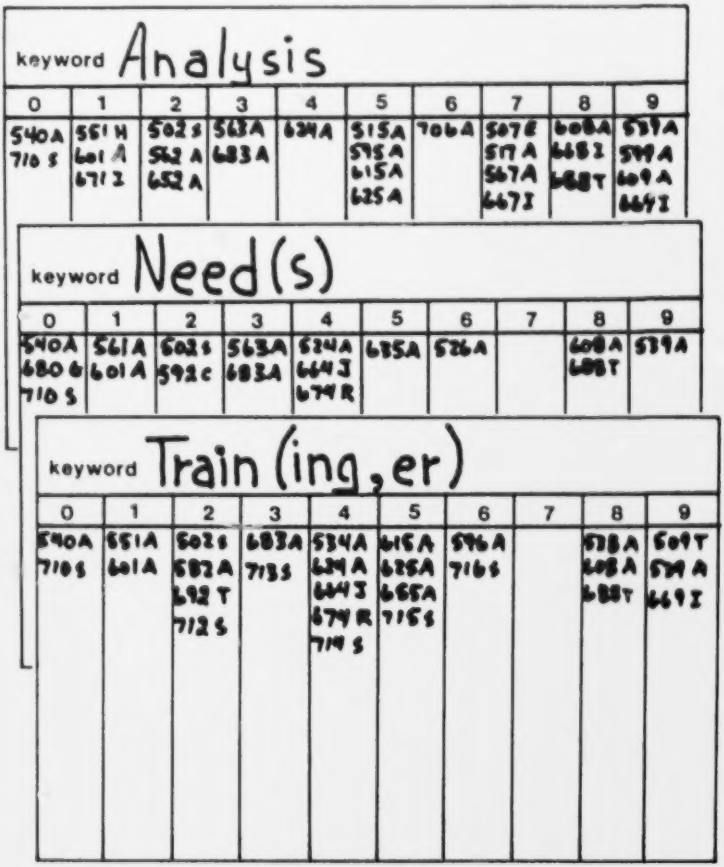
CONCLUSION

Reading faster is possible with this filing system. When one reads a document, one reads it for one of two reason: first: because you need it now, or second: because you might need it later on. If you are reading an article because you might need it later, then don't read it now. Scan the article instead. Write out the key words the article causes you to feel apply and file the article. This scan reading technique works, because most of us (A) don't remember the details in articles we read for any length of time unless we use them at the time of reading, (B) WE ALWAYS REREAD the article when we retrieve it for use later, and (C) this filing system is so strong it finds lost, unremembered articles easily.

In conclusion, may this system allow you to read faster, file more article, and find them in a fraction of the time it currently takes. Good Luck . . .

FIGURE ONE

Key Word Cards, usually 4" X 6". These three cards show you which articles refer to the key words "analysis", "need" and "train". Searching these cards for the common article numbers is simply done by looking down each of the ten columns in turn, to spot the common numbers in that column. (Letters following the numbers tell you where the article is filed, or which publication the article appeared in.)



KEYWORD NUMERICAL

0	100	200	300	400	500	600	700	800	900	1000	1100	1200	1300	1400	1500	1600	1700	1800	1900	2000
1	101	201	301	401	501	601	701	801	901	1001	1101	1201	1301	1401	1501	1601	1701	1801	1901	2001
2	102	202	302	402	502	602	702	802	902	1002	1102	1202	1302	1402	1502	1602	1702	1802	1902	2002
3	103	203	303	403	503	603	703	803	903	1003	1103	1203	1303	1403	1503	1603	1703	1803	1903	2003
4	104	204	304	404	504	604	704	804	904	1004	1104	1204	1304	1404	1504	1604	1704	1804	1904	2004
5	105	205	305	405	505	605	705	805	905	1005	1105	1205	1305	1405	1505	1605	1705	1805	1905	2005
6	106	206	306	406	506	606	706	806	906	1006	1106	1206	1306	1406	1506	1606	1706	1806	1906	2006
7	107	207	307	407	507	607	707	807	907	1007	1107	1207	1307	1407	1507	1607	1707	1807	1907	2007
8	108	208	308	408	508	608	708	808	908	1008	1108	1208	1308	1408	1508	1608	1708	1808	1908	2008
9	109	209	309	409	509	609	709	809	909	1009	1109	1209	1309	1409	1509	1609	1709	1809	1909	2009
10	110	210	310	410	510	610	710	810	910	1010	1110	1210	1310	1410	1510	1610	1710	1810	1910	2010
11	111	211	311	411	511	611	711	811	911	1011	1111	1211	1311	1411	1511	1611	1711	1811	1911	2011
12	112	212	312	412	512	612	712	812	912	1012	1112	1212	1312	1412	1512	1612	1712	1812	1912	2012
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23	123	223	323	423	523	623	723	823	923	1023	1123	1223	1323	1423	1523	1623	1723	1823	1923	2023
24	124	224	324	424	524	624	724	824	924	1024	1124	1224	1324	1424	1524	1624	1724	1824	1924	2024
25	125	225	325	425	525	625	725	825	925	1025	1125	1225	1325	1425	1525	1625	1725	1825	1925	2025
26	126	226	326	426	526	626	726	826	926	1026	1126	1226	1326	1426	1526	1626	1726	1826	1926	2026
27	127	227	327	427	527	627	727	827	927	1027	1127	1227	1327	1427	1527	1627	1727	1827	1927	2027
28	128	228	328	428	528	628	728	828	928	1028	1128	1228	1328	1428	1528	1628	1728	1828	1928	2028
29	129	229	329	429	529	629	729	829	929	1029	1129	1229	1329	1429	1529	1629	1729	1829	1929	2029
30	130	230	330	430	530	630	730	830	930	1030	1130	1230	1330	1430	1530	1630	1730	1830	1930	2030
31	131	231	331	431	531	631	731	831	931	1031	1131	1231	1331	1431	1531	1631	1731	1831	1931	2031
32	132	232	332	432	532	632	732	832	932	1032	1132	1232	1332	1432	1532	1632	1732	1832	1932	2032
33	133	233	333	433	533	633	733	833	933	1033	1133	1233	1333	1433	1533	1633	1733	1833	1933	2033
34	134	234	334	434	534	634	734	834	934	1034	1134	1234	1334	1434	1534	1634	1734	1834	1934	2034
35	135	235	335	435	535	635	735	835	935	1035	1135	1235	1335	1435	1535	1635	1735	1835	1935	2035
36	136	236	336	436	536	636	736	836	936	1036	1136	1236	1336	1436	1536	1636	1736	1836	1936	2036
37	137	237	337	437	537	637	737	837	937	1037	1137	1237	1337	1437	1537	1637	1737	1837	1937	2037
38	138	238	338	438	538	638	738	838	938	1038	1138	1238	1338	1438	1538	1638	1738	1838	1938	2038
39	139	239	339	439	539	639	739	839	939	1039	1139	1239	1339	1439	1539	1639	1739	1839	1939	2039
40	140	240	340	440	540	640	740	840	940	1040	1140	1240	1340	1440	1540	1640	1740	1840	1940	2040
41	141	241	341	441	541	641	741	841	941	1041	1141	1241	1341	1441	1541	1641	1741	1841	1941	2041
42	142	242	342	442	542	642	742	842	942	1042	1142	1242	1342	1442	1542	1642	1742	1842	1942	2042
43	143	243	343	443	543	643	743	843	943	1043	1143	1243	1343	1443	1543	1643	1743	1843	1943	2043
44	144	244	344	444	544	644	744	844	944	1044	1144	1244	1344	1444	1544	1644	1744	1844	1944	2044
45	145	245	345	445	545	645	745	845	945	1045	1145	1245	1345	1445	1545	1645	1745	1845	1945	2045
46	146	246	346	446	546	646	746	846	946	1046	1146	1246	1346	1446	1546	1646	1746	1846	1946	2046
47	147	247	347	447	547	647	747	847	947	1047	1147	1247	1347	1447	1547	1647	1747	1847	1947	2047
48	148	248	348	448	548	648	748	848	948	1048	1148	1248	1348	1448	1548	1648	1748	1848	1948	2048
49	149	249	349	449	549	649	749	849	949	1049	1149	1249	1349	1449	1549	1649	1749	1849	1949	2049

CHECK SHEET

50	150	250	350	450	550	650	750	850	950	1050	1150	1250	1350	1450	1550	1650	1750	1850	1950	2050
51	151	251	351	451	551	651	751	851	951	1051	1151	1251	1351	1451	1551	1651	1751	1851	1951	2051
52	152	252	352	452	552	652	752	852	952	1052	1152	1252	1352	1452	1552	1652	1752	1852	1952	2052
53	153	253	353	453	553	653	753	853	953	1053	1153	1253	1353	1453	1553	1653	1753	1853	1953	2053
54	154	254	354	454	554	654	754	854	954	1054	1154	1254	1354	1454	1554	1654	1754	1854	1954	2054
55	155	255	355	455	555	655	755	855	955	1055	1155	1255	1355	1455	1555	1655	1755	1855	1955	2055
56	156	256	356	456	556	656	756	856	956	1056	1156	1256	1356	1456	1556	1656	1756	1856	1956	2056
57	157	257	357	457	557	657	757	857	957	1057	1157	1257	1357	1457	1557	1657	1757	1857	1957	2057
58	158	258	358	458	558	658	758	858	958	1058	1158	1258	1358	1458	1558	1658	1758	1858	1958	2058
59	159	259	359	459	559	659	759	859	959	1059	1159	1259	1359	1459	1559	1659	1759	1859	1959	2059
60	160	260	360	460	560	660	760	860	960	1060	1160	1260	1360	1460	1560	1660	1760	1860	1960	2060
61	161	261	361	461	561	661	761	861	961	1061	1161	1261	1361	1461	1561	1661	1761	1861	1961	2061
62	162	262	362	462	562	662	762	862	962	1062	1162	1262	1362	1462	1562	1662	1762	1862	1962	2062
63	163	263	363	463	563	663	763	863	963	1063	1163	1263	1363	1463	1563	1663	1763	1863	1963	2063
64	164	264	364	464	564	664	764	864	964	1064	1164	1264	1364	1464	1564	1664	1764	1864	1964	2064
65	165	265	365	465	565	665	765	865	965	1065	1165	1265	1365	1465	1565	1665	1765	1865	1965	2065
66	166	266	366	466	566	666	766	866	966	1066	1166	1266	1366	1466	1566	1666	1766	1866	1966	2066
67	167	267	367	467	567	667	767	867	967	1067	1167	1267	1367	1467	1567	1667	1767	1867	1967	2067
68	168	268	368	468	568	668	768	868	968	1068	1168	1268	1368	1468	1568	1668	1768	1868	1968	2068
69	169	269	369	469	569	669	769	869	969	1069	1169	1269	1369	1469	1569	1669	1769	1869	1969	2069
70	170	270	370	470	570	670	770	870	970	1070	1170	1270	1370	1470	1570	1670	1770	1870	1970	2070
71	171	271	371	471	571	671	771	871	971	1071	1171	1271	1371	1471	1571	1671	1771	1871	1971	2071
72	172	272	372	472	572	672	772	872	972	1072	1172	1272	1372	1472	1572	1672	1772	1872	1972	2072
73	173	273	373	473	573	673	773	873	973	1073	1173	1273	1373	1473	1573	1673	1773	1873	1973	2073
74	174	274	374	474	574	674	774	874	974	1074	1174	1274	1374	1474	1574	1674	1774	1874	1974	2074
75	175	275	375	475	575	675	775	875	975	1075	1175	1275	1375	1475	1575	1675	1775	1875	1975	2075
76	176	276	376	476	576	676	776	876	976	1076	1176	1276	1376	1476	1576	1676	1776	1876	1976	2076
77	177	277	377	477	577	677	777	877	977	1077	1177	1277	1377	1477	1577	1677	1777	1877	1977	2077
78	178	278	378	478	578	678	778	878	978	1078	1178	1278	1378	1478	1578	1678	1778	1878	1978	2078
79	179	279	379	479	579	679	779	879	979	1079	1179	1279	1379	1479	1579	1679	1779	1879	1979	2079
80	180	280	380	480	580	680	780	880	980	1080	1180	1280	1380	1480	1580	1680	1780	1880	1980	2080
81	181	281	381	481	581	681	781	881	981	1081	1181	1281	1381	1481	1581	1681	1781	1881	1981	2081
82	182	282	382	482	582	682	782	882	982	1082	1182	1282	1382	1482	1582	1682	1782	1882	1982	2082
83	183	283	383	483	583	683	783	883	983	1083	1183	1283	1383	1483	1583	1683	1783	1883	1983	2083
84	184	284	384	484	584	684	784	884	984	1084	1184	1284	1384	1484	1584	1684	1784	1884	1984	2084
85	185	285	385	485	585	685	785	885	985	1085	1185	1285	1385	1485	1585	1685	1785	1885	1985	2085
86	186	286	386	486	586	686	786	886	986	1086	1186	1286	1386	1486	1586	1686	1786	1886	1986	2086
87	187	287	387	487	587	687	787	887	987	1087	1187	1287	1387	1487	1587	1687	1787	1887	1987	2087
88	188	288	388	488	588	688	788	888	988	1088	1188	1288	1388	1488	1588	1688	1788	1888	1988	2088
89	189	289	389	489	589	689	789	889	989	1089	1189	1289	1389	1489	1589	1689	1789	1889	1989	2089
90	190	290	390	490	590	690	790	890	990	1090	1190	1290	1390	1490	1590	1690	1790	1890	1990	2090
91	191	291	391	491	591	691	791	891	991	1091	1191	1291	1391	1491	1591	1691	1791	1891	1991	2091
92	192	292	392	492	592	692	792	892	992	1092	1192	1292	1392	1492	1592	1692	1792	1892	1992	2092
93	193	293	393	493	593	693	793	893	993	1093	1193	1293	1393	1493	1593	1693	1793	1893	1993	2093
94	194	294	394	494	594	694	794	894	994	1094	1194	1294	1394	1494	1594	1694	1794	1894	1994	2094
95	195	295	395	495	595	695	795	895	995	1095	1195	1295	1395	1495	1595	1695	1795	1895	1995	2095
96	196	296	396	496	596	696	796	896	996	1096	1196	1296	1396	1496	1596	1696	1796	1896	1996	2096
97	197	297	397	497	597	697	797	897	997	1097	1197	1297	1397	1497	1597	1697	1797	1897	1997	2097
98	198	298	398	498	598	698	798	898	998	1098	1198	1298	1398	1498	1598	1698	1798	1898	1998	2098
99	199	299	399	499	599	699	799	899	999	1099	1199	1299	1399	1499	1599	1699	1799	1899	1999	2099

FIGURE THREE - The KEY WORK CARD for you to use in printing your own Key Word Cards.

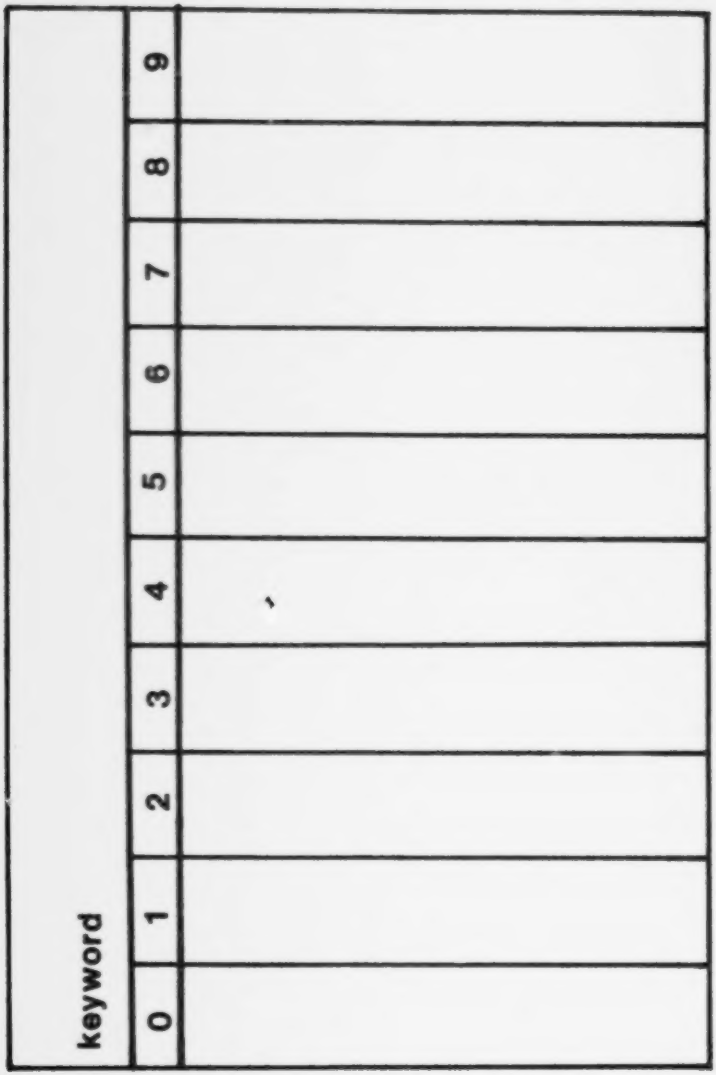

FIGURE 4 - A TRAINER'S KEY WORD LIST

This is the complete word list I currently am using in my training information filing system, which has around 2000 items stored in it. In this list the symbol "=" has been used to stand for the word "use".

A

A & B TYPE
ABSENT
ACCEPT (ANCE)
ACCOUNT (ING, ABILITY)
ACCREDIT (ATION)
accurate = RIGHT
ACHIEVE (MENT)
acquire, acquisition = PURCHASE
act = PLAY
ACTION
activity = TASK
active listing = REFLECT & LISTEN
ADAPT (ION)
ADD (ED)
adjust = CHANGE
ADMINISTER (ATION)
ADOPT (ION)
ADULT (S)
ADVANTAGE (S)
ADVANCE (MENT)
advertise (ing, ment) = ADVANCE (as in promotion)
ADVISE
AFFILIATION
after = FOLLOW
AGENDA
AGENT
AGGRESSION (IVE)
AID (S)
aim(s) = OBJECTIVE
AIR
ALGORITHMS
alternate, (tive) = OTHER
ALTRUISM
AMBIGUITY
amount = DEGREE
ANALYSE (SIS, ING, TIC)
ANDROGOGY
ANGER
ANSWER (S)
apply = USE
APPRAISAL
APPROACH (ES)
area(s) = PART
argue = FIGHT
ARTICLE(S)
ASSEMBLE (Y)
ASSERT (IVE, NESS)
ASSESS (MENT, ING)
ASSOCIATION
assurance = CONFIDENCE
atmosphere = EMOTION
ATTACK
ATTEND, ATTENTION, ATTENDING
ATTITUDE
ATTRACTION
AUCTION
AUDIT
AUTHOR (ITY)
AUTOMATION
AUTONOMY
AVID (ANCE)
AWARENESS

B

BACKWARD
BALANCE
bargain (ing) = NEGOTIATE
barrier(s) = BLOCK
BASE (IC, S)
BASELINE
BEHAVIOUR (AL, S)
BELIEF (S)
BELONG
benefit(s) = ADVANTAGE
BIAS
BIBLIOGRAPHY
BIOFEEDBACK
BLACKBOARD
blame = ASSESS
BLOCK (S, ING, ER)
BLOOD
BLOOM
board = DIRECT
BODY
book = MANUAL
BORE (DOM)
BOX
brain = MIND
BRAINSTORM
BREAK
brief = DECREASE
bridge = SPAN
brochure = ADVANCE
BUDGET
BUILD (ING)
BURNOUT
buy = PURCHASE

C

CALCULATE (ION)
CAPITAL
CARD (S)
CARE (ING)
CAREER
cartoon = DIAGRAM
CASE (S)

CATEGORY (IES)
CAUSE (S)
CENTRE (AL, ALIZATION)
CERTIFY (ICATION)
CHAIN (ING)
chance = OPPORTUNITY
CHANGE
CHANNEL
CHARACTERISTIC (S)
chart = MODEL
CHAUVINISM
cheat = THEFT
checklist = LIST
CHILD (REN)
CHOICE, CHOOSE
CHOKE
CIRCLE
CLARIFY (ICATION)
CLASS (ROOM, IFICATION)
CLIENT (S)
CLIMATE
CLOSE (D)
COACH
CODE (ING)
COGNITIVE
COHESIVE (NESS)
COLLABORATE (ION)
COLLECT (ION, IVE)
COLLEGE
command = DIRECT
COMMISSION
committee = GROUP
COMMIT (MENT)
COMMUNICATE (OR, ION, S)
COMMUNITY
company = ORGANIZE
COMPARE
compensate = COST
competent, competency = TASK
COMPETE (ITION)
complaint = GRIEVANCE
COMPUTE (R)
con = NEGATIVE
CONCEPT
concise = DECREASE
conclusion = SUMMARY
concrete = CONSOLIDATE (for solid)
CONDITION (S)
conduct = Do
CONFER (ENCE)
CONFIDENT (CE)
CONFLICT
CONFORM (ITY)
CONFRONT (ATION)
CONGRUENCE
cons = DISADVANTAGE
CONSCIOUS
CONSENSUS
consequence = EFFECT
consistent = FUTURE (for predictable)
CONSOLIDATE (ION)
CONSTRUCT (IVE, ION)
CONSULT (ANT, ING)
CONTACT
CONTENT
CONTRACT (ING)
CONTROL
CONVERGE (NCE)
COOPERATE (ION)
CO-ORDINATE
COPE (with)
core = MAIN
corporate = ORGANIZE
correct = RIGHT
CORRELATION
CORRESPONDENCE
COST (S)
COTTAGE
COUNSEL
COUPLE
COURSE
CREATE (IVE, ION)
CREDIBLE, CREDIBILITY
credit = POSITIVE
CRISIS
criteria, criterion = CONDITION
CRITICAL
critique = ASSESS
CROSS (ED)
CULTURE (AL)
CURIOUS, CURIOSITY
CURVE (S)
CUSTOM (IZE, ER)
CYCLE

D

DATA
DEAL
DECENTRALIZATION
DECIDE, DECISION
DECODE
DECREASE
DEFENSE (IVE)
deficiency = DECREASE
DEFINE (D)
DEGREE
DELAY
DELEGATE (ION)
DELPHI
DEMONSTRATE (ION)
department = ORGANIZE
DEPEND (ANCY, ENT, ABILITY)
DESCRIBE
DESIGN
DETERMINE (ING)
DEVELOP (MENT)
DEVIATION (S)
diagnose, diagnostic = ASSESS
DIAGRAM
diary = LOG
dictionary = GLOSSARY
DIFFER (ENCE, S)
DIFFUSION
DILEMMA
DIRECT (ION, S, ED)
DISADVANTAGE (S)
DISC
DISCIPLINE
DISCLOSURE
discount = REDUCE
discover(y) = SEARCH

discrepancy
= DEVIATION
DISCRIMINATE (ION)
DISCUSS (ION)
dismiss (al)
= TERMINATION
disrupt(ive)
= NEGATIVE
DISSONANCE
DO (ING)
document (s) = ARTICLE
dollar = COST
DOMINANCE
don't = NEGATIVE
DOWNWARD
DRIVE (ING)
DRUG (S)
duty = RESPOND
DYNAMICS

E

ERIC
ECONOMY, ECONOMIC (S)
EDIT (ING)
education = LEARN
EFFECT (IVE, NESS)
efficiency = STIMULUS
EGO
EGRULE
EIGHT (Y)
ELECTRIC (ONIC)
element = PART
EMOTION (AL)
EMPATHY
EMPLOY (EE)
ENCODE
encourage = STIMULUS
engineer = TRAIN
ENRICH (MENT)
ENTR, ENTRY
ENTHUSIASM
ENTREPENEUR
ENVIRONMENT
EQUAL (S)
equipment = AID
ERROR (S)
ESCALATE (ION)
ESTEEM
ESTIMATE
ETHICS
EVALUATE (ION)
EVEN
EXAMPLES
exchange = TRADE
EXCUSE (S)
executive = MANAGE
exemplary = EFFECTIVE
EXERCISE
EXPECT (ATION, S)
EXPERIENCE,
EXPERIENTIAL
experiment = EXERCISE
EXPERT
EXPLORE
EXPRESS (ION)
EXTERNAL
EXTINCT (ION)
EYE

F

facilitate = INSTRUCT
facilities = CLASSROOM
FACT (OR, S)
FAIL (URE)
faith = BELIEF
FEAR
FEATURE (S)
FEEDBACK
feel(ing) = EMOTION
FEMALE
FIELD
FIGHT
film = TAPE
FINANCIAL
find = SELECT
first = PRIMARY
FLEXIBILITY
FLIGHT
flipchart = AID
flowchart = MODEL
FOLLOW
FOOTNOTE (S)
forecast = FUTURE
FORCE
forget = MEMORY
form = QUESTION
FORMAT
FRAME
FREE (DOM)
FREQUENCY
FREUD (IAN)
FRIGHT
front end = TRAIN
& NEED & ANALYSE
FRUSTRATE (ION)
FULFILL
FUNCTION (AL, S)
FUTURE

G

gather = COLLECT
GAME (S)
GANTT
gap = DEVIATION
GENERAL (IZATION)
GENERATE (ION)
GENUINE (NESS)
gesture(s) = NONVERBAL
GIVE (ING)
GLOSSARY
GO/NO GO
goal = OBJECTIVE
GOLF
GOVERNMENT
GRAPH (ICS)
GRID
GRIEVANCE
GROUP (S)
GROW (TH)
GUIDE (LINES)

H

HABIT
handbook = MANUAL
handle (ing) = MANAGE
HANDOUT (S)
HAPPY (INESS)

HAWTHORNE
HEADACHE (S)
HEAL (ING)
health(y) = HEAL
HELP (ING, ER)
HIDE, HIDDEN
HIERARCHY
high, high(en)
= STIMULUS
hire = CHOICE
hit = STRIKE
HOME
hour = TIME
ho=keeping = HOME
HUMAN (NESS)
HUMOUR
HYGIENE
hypothesis = CREATE

I

"I"
idea = CREATE
ideal = RIGHT
IDENTIFY (ICATION)
ILL
illumination = LIGHT
image, imagination
= CREATE
IMMEDIATE
IMPLEMENT (ATION)
implication(s)
= EFFECT
important = IMMEDIATE
IMPRESS (ION, S)
improve = STIMULUS
IN-BASKET
INCENTIVE
INCIDENT
incongruent (ity)
= NEGATIVE &
CONGRUENT
income = COST
increase = STIMULUS
independent = DEPEND
INDIRECT
INDIVIDUAL (IZATION,
IZED)
INDUCTION
industry (ial) = ORGAN
INEFFECTIVE
INEQUALITY
INFERENCE
INFLUENCE
INFORM (ATION)
INITIATE
innovation = CREATE
INSIGHT
INSTRUCT (OR, ION,
ING, IONAL)
instrument = QUESTION
insubordination
= DISCIPLINE
INTENSE (ITY)
INTERACT (ION, IVE)
INTERDEPENDENCE (Y)
INTEREST
INTERFERENCE
INTERNAL
INTERPERSONAL
INTERPRET (ATION)
INTERVENTION
INTERVIEW
INTIMATE (ACY)
introduction = OPEN
INVENTORY
INVEST (MENT)
involve = PARTICIPATE
isolate (ion) = ONE

J

job = TASK
JOHARI
journal = LOG
JUDGE (MENT)

K

KEY
KNOW (LEDGE)

L

LABORATORY
labour = TASK
LANGUAGE
large = STIMULUS
LATERAL
LAW
LAYOUT
LEAD (ERSHIP)
LEARN (ING, ERS)
LEARNING HOW TO LEARN
LECTURE
LEFT
LEGO
length = TIME
LESSON
LESSON PLAN
(developed myself)
LETTER (S)
LEVEL (S)
LIBRARY
LICENSE (URE)
LIFE (LONG)
LIGHT (ING)
like = ADVANTAGE
LINE
LIST (S)
LISTEN (ING, S)
LITERACY
LOCATE (ION)
locus = CENTRE
LOG
LOGIC
LONG
LOSE
low = DECREASE
LUCK (Y)

M

MBO = MANAGE &
OBJECTIVE
MAINTENANCE, MAINTAIN
(ING)
MAKE (ING)
MALE

MANAGE (ER, ING, MENT)
MANIPULATE (ION)
MANPOWER
MANUAL
MAP (PING)
MARK (ING)
MASTER (Y)
material(s) = HANDOUT
MATRIX
MATTER
MATURE (ITY)
MAZE
me = "I"
MEAN (ING, INGFUL)
MEASURE (ABLE, MENT)
MECHANISM
media = EQUIPMENT
MEDIAN
MEET (ING, S)
MEMBER
memo = LETTER
MEMORY, MEMORIZE
MENTOR
MENU
MESSAGE
METHOD (S)
MIND
MINDSPRING
mini = DECREASE
MINUTE (S)
mission = OBJECTIVE
mistake = ERROR
MIX (ING)
MODE
MODEL
moderate (ing) = LEAD
MODIFY, MODIFICATION
MODULE (S)
money = COST
monitor = ASSESS
MORAL
MOTIVE (S, ATION)
movie = TAPE
MULTIPLE (Y)
MYTH (S)

N

NAKED
NAME
narrate (ion, ed) = SCRIPT
NATION (AL)
NEED (S)
NEGATIVE
NEGOTIATE (ION)
nerve(s) = FEAR
NET(WORK)
NEUROLINGUISTIC
NEW (S)
no = NEGATIVE
NOMINAL
non-aggression (ive) = PASS
non-talker = SILENT & TALK
NONVERBAL
norm(s) = NOMINAL
NOTE (TAKING)
novel(ty) = NEW
NUMBER (S)

O

objection = NEGATIVE
OBJECT (IVE, S)
observe(r), observation = SURVEY
OBSTACLE (S)
OFFICE
ONE
OPEN (NESS, ING)
OPERATE (ION, IONALIZE)
OPINION
OPPORTUNITY
ORDER
ORGAN (IZE, ATION, ATIONAL, S)
ORIENT (ATION)
ORIGINAL (TYPED COPY)
OTHER (S)
outcome(s) = RESULT
OUTLINE
output = PERFORM
own = SELF
OVERCOME
OVERHEAD

P

pace = RATE
PAIR
PAPER (WORK, FLOW)
PARADOX
paraphrase = REFLECT
PARENT
PART (ICIPATE, IVE, Y, ION)
PASS (IVE, IVENESS)
PATH
PATTERN (S)
pay = COST
PEER
people = PERSON
PERCEIVE, PERCEPTION
PERCENT
PERFORM (ANCE)
PERSON (AL, ALITY, ALIZE)
PERSPECTIVE
PERSUADE, PERSUASION
PERT = CRITICAL & PATH & METHOD
PHILOSOPHY
picture = DIAGRAM
pinch = MEET
pitfall(s) = TRAP
PLACEBO
PLAN (ING, S)
PLAY
POINT
POLICY
POLITIC (S)
POPULATION
POSITION
POSITIVE
post = FOLLOW
POWER
practice = REAL

praise = POSITIVE
or REINFORCE)
pre-course = ORIENT
predict = FUTURE
prepare, preparation
= MAKE
prerequisite = ORIENT
PRESENT (ATION,
ER, ING)
PRESSURE
prevent = REDUCE
PRIMARY, PRIMACY
PRINCIPLE(S), PRINCIPAL
PRIORITY (IES)
PRISON (ER, S)
PRIVACY
pro = ADVANTAGE
PROBABILITY
probe = QUESTION
PROBLEM (S)
PROCEDURE (S)
PROCESS (ING)
PROCRASTINATE
product(ivity, ion)
= PERFORM
PROFESSION (ALISM)
PROFILE
PROFIT
PROGRAM
project(or,s) = TAPE
promotion = ADVANCE
PROPHECY
proposal = CONTRACT
pro = ADVANTAGE
protect = DEFENSE
PSYCHOLOGY
PUBLIC
PUNCTUATE (ION)
punish(ment) = NEGATIVE
PURCHASE
purpose = OBJECTIVE
puzzle(s) = EXERCISE

Q

QUALITY, QUALIFICATION
(S)
QUANTITY
QUESTION (NAIRE, S)
quiz = TEST
QUITE
QUOTE

R

RANGE
RANK
RATE
RATION (AL)
REACTION (S)
READ (ABILITY,
INESS, INGS)
REAL (NESS)
REASON (S)
RECEIVE (ING)
recent = IMMEDIATE
RECIPROCITY
recognize (ing)
= ASSESS
RECOVER
recruit(ment) = CHOICE
redesign = DESIGN
REDUCE, REDUCTION
REFERENCE (D)
REFLECT (IVE, ION)
refreeze = CONSOLIDATE
REGARD
regulate = RULE
REINFORCE (MENT)
RELATE (ION, S, SHIP)
RELAX (ATION)
RELEVANT (CE)
REMEDIAL
remember = MEMORY
renegotiation
= NEGOTIATION
REPERTORY
REPETITION
REPORT (ING)
REPRESS (ION)
reprimand = DISCIPLINE
RESEARCH
RESIDENT (IAL)
RESIST (ANCE)
resolution = REDUCTION
resolve = REDUCTION
RESOURCE
RESPECT
RESPOND, RESPONSE
(ABILITY, ING)
restraint = REDUCE
RESULT (S)
retain, retention
= MEMORY
RETIRE
RETRIEVE (AL)
REVIEW
revise = ADAPT
reveal = DISCLOSE
reward = POSITIVE
RIGHT (S)
RISK (Y)
ROLE
RULE (S)

S

SSCI
SAFE
SALE (S)
salary = COST
save = REDUCE
SATISFY (ACTION)
SCALE
schedule = PLAN
SCIENCE
score = RANK
SCRIPT
SCREEN
SEARCH
SEAT (ING)
SECRETARY (IES)
SELECT (ION)
SELF
sell = SALE
SENSITIVE (ITY)
SEQUENCE
SERVICE
session = LESSON
SET (TING)
SEX

SHAPE
SHARE (ING)
SHEET
SHIFT
shorten = DECREASE
SIGN (AL, S)
SILENT (CE)
simulation(s)
= EXERCISE
SITUATION (AL)
SIX
SIZE
SKILL (S)
SLIP
small = DECREASE
SOCIAL
SOCIETY
SOCIOGRAM
solid, solidify
= CONSOLIDATE
SOLVE, SOLUTION,
SOLVING
SOURCE (S)
SPACE (ING)
SPAN
speaker(s) = PRESENT
speed = RATE
SPY
SQUARE (S, ING)
STAFF
STAGE
STANDARD
STATE (MENT)
STATISTIC (S)
STEP (S)
STEREOTYPE
STIMULUS, STIMULATION
story = QUOTE
STRATEGIC
STRATEGY (IES)
STRENGTH
STRESS
STRIKE, STRUCK
struck = STRIKE
STRUCTURE
student = LEARN
study = LEARN
STYLE (S)
SUBJECT
SUBORDINATE
SUCCESS (FUL
suggest = CREATE
SUMMARY
superior = MANAGE
SUPERSTITIOUS,
SUPERSTITION
supervisor(y)
= MANAGE
SUPPORT
SURVEY
SUSPEND
SYMBOL (S)
SYMPTOM (S)
SYNECTICS
SYNERGY
SYSTEM

T

T-GROUP (S)
TABLE (S)
TACTIC (S)
TAG (S)
TAKE
TALK
TAPE
TARGET
TASK
teach(ing, ers)
= INSTRUCT
TEAM (WORK, S)
TECHNICAL
TECHNIQUE (S)
TELEPHONE
telldon = COMPUTE
TENSION
term = WRITE
TERMINATION
TEST (S)
text = MANUAL
THEFT
THEORY (IES)
THERAPY
THINK (ING)
THREE, THIRD
TIME
TIP (S)
TOKEN
TOLERANCE
TONE
TRADE
TRAIN (ING, ER, S)
TRAIN THE TRAINER
trait = CHARACTERISTIC
TRANSACT (ION, AL)
TRANSFER
TRAP (S)
TRAVEL
trial = TEST
TRUST
TRIGGER
TRUTH
TURNOVER
TWENTY
TWO
TYPE (S)
TYPEWRITER

U

UNCERTAIN (TY)
UNDER (STAND, ING)
unfreeze = FREE
urgent = IMMEDIATE
USE (ING)

V

VTR = TAPE
validity = EVALUATE
VALUE (S)
VARY, VARIABLE,
VARIATION
VENN = DIAGRAM
verbal = WORD
VERTICAL
video = TAPE
VIEW (ING)
VISUAL

W

wage(s) = COST
want = NEED
WARM (TH)
WASTE
WAVE
WAY
WIFE
WILD
WIN
WINDOW
woman = FEMALE
word = WRITE
world = EARTH
work(er) = TASK
workbook = MANUAL
worksheet = MANUAL
workshop = COURSE
WORTH
wrap-up = SUMMARY
WRITE (ING)

XYZ

X & Y THEORY

THE CONCEPT OF "FINDING THE LOST ARTICLE", USING THIS INFORMATION RETRIEVAL APPROACH WAS INTRODUCED TO ME BY THE LATE KENNETH BARLOW, WHO WAS A CLOSE PERSONAL FRIEND. MY THANKS GOES OUT TO KEN, FOR WITHOUT HIS HELP AND GUIDANCE, THIS TRAINING IDEA'S ARTICLE, WOULD NOT HAVE BEEN POSSIBLE. THOSE OF YOU WISHING TO SET UP THIS SYSTEM FOR YOUR OWN USE MAY CALL ME AND TALK ABOUT HOW TO SET UP YOUR SYSTEM, SIMILAR TO WHAT I USED TO DO WITH KEN. I MAY BE REACHED BY PHONING 519-833-2058.

TRAINING IDEA #2

Increasing learning in printed materials through the use of Retention Builders

by

Art Horrox and
Patrick Suessmuth

KEY WORDS DESCRIBING THIS ARTICLE
* increase/improve
* learning
* print
* text/articles/handouts
* retention/memory
* technique
* checklist
*
*
*

You probably know already there are ways to increase the amount of information a person will learn from reading a printed page.

DIRECTIONS - QUIZ PART I

Based on this knowledge, check the items in the RETENTION BUILDER list at the top of the next page, which if incorporated into learning material would increase the amount a person is likely to learn, in reading/studying the text.

RETENTION BUILDER LIST

____ an objective at the start of the material
____ a test/quiz at the start of the material
____ a summary at the end
____ a test/quiz at the end
____ questions to be answered on the material at the end of the article
____ questions to be considered/answered built into the material at specific points
____ answers or feedback on tests/quizzes questions somewhere in the material
____ repetition
____ practice exercises
____ examples or real life situations detailed
____ various type styles
____ underlining of words
____ bold type used to highlight materials
____ paragraphs using narrower margins than the rest of the text
____ quotation marks around items
____ use of headings and sub-headings within the material
____ listed materials
____ numbering items
____ capitalization of words
____ white space in page to rest eyes

DIRECTIONS - QUIZ PART II

That is quite a list of possible "learning improvers/retention builders" of printed materials. Before giving you our answers to which ones you should have checked off, we'd like to ask you a second question - of all the items you checked which items will enhance the learning of printed material MOST? Go back over the list and select up to five or six which you feel are most significant.

ANSWERS TO QUIZ

OK! That's the end of our opening quiz. Now comes the first learning point based on the quiz, i.e., that feedback on your answers is an important learning technique. Feedback theory says it should be IMMEDIATE and SPECIFIC. So here's the answers...ALL the items in the list increase learner retention of printed material. Which ones enhance the learning the most:

- a test/quiz at the start of the material
- a summary at the end
- a test/quiz at the end
- questions to be answered on the material at the end of the article
- questions to be considered/answered built into the material at specific points
- answers or feedback on tests/quizzes/questions somewhere in the material

We suspect you had most of these items marked off correctly, because subconsciously we know them already. BUT DO WE USE THEM REGULARLY? We, the authors, know we have not use them regularly in our previously printed articles. We have decided to incorporate ALL of these items into the vast majority of articles we publish in TRAINING IDEAS.

MAJOR RETENTION BUILDING TECHNIQUES

To illustrate how this can be done in an article like this one, consider this piece to text which might easily appear at this point in this article:

> Three major TECHNIQUES exist for improving the ability of learners to process textual materials. These three TECHNIQUES are refered to as consolidation, mathemagenics and typographical cueing. Consolidation is the phenomenon of using test/exams/quizzes to cause learners to process the textual material. Mathemagenics is...

Using the "TECHNIQUES" themselves this type of text material can readily be changed so it comes out like this:

On the line provided below, write the letter for the TECHNIQUE you feel each item in the list represents. In doing this we realize you might not be sure of the meaning of the various techniques BUT we expect you can guess at the answers based on your general knowledge about words and by using a process of elimination.

TECHNIQUES	CODE LETTER
Typographical Cueing	T
Consolidation (using tests/exam/ quizzes)	C
Mathemagenics (using questions in the text)	M
Other uniquely different	O

____ an objective at the start of the material
____ a test/quiz at the start of the material
____ a summary at the end
____ a test/quiz at the end
____ questions to be answered on the material at the end of the article
____ questions to be considered/ answered built into the material at specific points
____ answers or feedback on tests/quizzes/questions somewhere in the material
____ repetition
____ practice exercises
____ examples or real life situations detailed
____ various type styles
____ underlining of words
____ bold type used to highlight materials
____ paragraphs using narrower margins than the rest of the text
____ quotation marks around items
____ use of headings and sub-headings within the material
____ listed materials
____ numbering items
____ capitalization of words
____ white space in page to rest eyes

ANSWERS

F - an objective at the start of the material
C - a test/quiz at the start of the material
C - a summary at the end
C - a test/quiz at the end
M - questions to be answered on the material at the end of the article
M - questions to be considered/answered built into the material at specific points
M or C - answers or feedback on tests / quizzes / questions somewhere in the material
C - repetition
C - practice exercises
O - examples or real life situations detailed
F - various type styles
F - underlining of words
F - bold type used to highlight materials
F - paragraphs using narrower margins than the rest of the text
F - quotation marks around items
F - use of headings and sub-headings within the material
F - listed materials
F - numbering items
F - capitalization of words
F - white space in page to rest eyes

You may have had some variation from our answers but you probably got the vast majority of the items pinned with the right technique.

INCORPORATING RETENTION BUILDERS IN THE MATERIAL

Just to show you the versatility of incorporating these techniques into a piece of textual material, consider this question...

Check which of the learning improvers, or RETENTION BUILDERS, have been incorporated into this article up to this point (looking back in the article is permitted):

____ an objective at the start of the material
____ a test/quiz at the start of the material
____ a summary at the end
____ a test/quiz at the end
____ questions to be answered on the material at the end of the article
____ questions to be considered/answered built into the material at specific points
____ answers or feedback on tests/quizzes/questions somewhere in the material
____ repetition
____ practice exercises
____ examples or real life situations detailed
____ various type styles
____ underlining of words
____ bold type used to highlight materials
____ paragraphs using narrower margins than the rest of the text
____ quotation marks around items
____ use of headings and sub-headings within the material
____ listed materials
____ numbering items
____ capitalization of words
____ white space in page to rest eyes

As you probably discovered a fair number of the items in the list have already been incorporated. The ones we consider have been used are:

____ a test/quiz at the start of the material
____ questions to be considered/answered built into the material at specific points
____ answers or feedback on tests/quizzes/questions somewhere in the material
____ repetition
____ examples or real life situations detailed
____ paragraphs using narrower margins than the rest of the text
____ quotation marks around items
____ use of headings and sub-headings within the material
____ listed materials
____ capitalization of words
____ white space in page to rest eyes

Having reached this point in this article you probably have a pretty good feel for the types of "retention builders" you can use, AND their advantages, such as:

(1) they focus our attention on key points in the printed material
(2) they increase retention and hence the quantity learned
(3) they serve as memory organizers
(4) they can improve the appearance, and readability of the printed page.

Whether you choose to use these techniques in your materials or not, we the publishers of TRAINING IDEAS plan to make use of these techniques of enhancing retention of printed material in this publication. Often the retention builder will be a quiz at the end of the article or at the end of a major section in the article. We will not use the techniques as extensively as we have in this article but will take the liberty of varying the way articles appear so as to maximize the value of our published articles and to enhance their usefulness to you.

CLOSING

The list of RETENTION BUILDERS used in this article can become a checklist to assess training materials as to how well they have been designed to enhance learning. To help you in this assessment we have established a criteria of over ten items need to be checked off on the list to make the material reasonably effective in terms of ease of learning the article's content. You will find this checklist reprinted with the criteria on the next page.

There are probably other items that can be includes in the checklist. For example, the use of illustrations of figures, could easily be added to the list and be valid. We haven't added this one as our list was designed specifically to assess materials composed of type only.

SOMETHING TO TRY

Take the checklist, on the next page, and use it on some of your current learning materials. Do they need adjusting? How could they be enhanced as learning materials? Do you want to design a controlled experiment using the old materials, against the new materials and testing the quantity learned? Good luck and improved learning.

RETENTION BUILDER CHECKLIST

____ an objective at the start of the material
____ a test/quiz at the start of the material
____ a summary at the end
____ a test/quiz at the end
____ questions to be answered on the material at the end of the article
____ questions to be considered/answered built into the material at specific points
____ answers or feedback on tests/quizzes/questions somewhere in the material
____ repetition
____ practice exercises
____ examples or real life situations detailed
____ various type styles
____ underlining of words
____ bold type used to highlight materials
____ paragraphs using narrower margins than the rest of the text
____ quotation marks around items
____ use of headings and sub-headings within the material
____ listed materials
____ numbering items
____ capitalization of words
____ white space in page to rest eyes

CRITERIA
****

Articles or learning material having more than half of the items checked off, i.e. more than 10 checks should be considered a reasonably effectively written article in terms of ease of learning the article's content.

TRAINING IDEA #3

Writing Effectiveness Inventory

by

R.J. Peterson
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416-789-0262

KEY WORDS DESCRIBING THIS ARTICLE
* organization
* write(ing)
* assess(ment)
* question(naire)
*
*
*
*
*

Have you ever wondered about the effectiveness of the writing that your department or company produces? Try going through the questions in this inventory check list to find out whether writing in your organization is really doing the job you want it to. And remember, be as honest in your responses as you can!

	Yes	No
1. People at various levels of the organization complain about the readability of the written work they must deal with.	( )	( )
2. Employees often fail to perform properly those operations for which written instructions are provided.	( )	( )

	Yes	No
3. Suppliers frequently do not fill written orders correctly.	( )	( )
4. The last report you read left you feeling "up in the air" and somewhat confused.	( )	( )
5. Managers complain about having to spend time in correcting the written work of their subordinates.	( )	( )
6. Clients or customers have asked for further clarification of specifications or sales information they have received.	( )	( )
7. The amount of paper work in your company seems to have expanded a great deal in the recent past.	( )	( )
8. Important information sometimes seems not to be recorded anywhere.	( )	( )
9. Some well-qualified people do not explain themselves all that well in writing.	( )	( )
10. When reports are required they too often are late.	( )	( )
11. The written work you receive within your organization often does not really get to the point.	( )	( )

	Yes	No
12. The contents of the written work you receive within your organization often seem to be arranged in a confusing and arbitrary manner.	( )	( )
13. Employees too often seem "bogged down" in paper work.	( )	( )
14. Decision-making is often delayed by requests for further clarification of written information.	( )	( )
15. The written work produced by your organization for the outside world projects the appropriate image.	( )	( )
16. Sometimes your organization has had to perform work it hadn't really intended to, simply because its preceding written work had not been specific enough.	( )	( )

ooOOoo

TRAINING IDEA #4

Planned Degradation

In training design

by

Art Horrox

KEY WORDS DESCRIBING THIS ARTICLE
* plan(ned)
* degradation
* train(ing)
* design
* trade-off
* resources
* quality
* cost(s)
*
*
*

Most training developers that have been around for a while realize we seldom have the time we would like to develop training materials. The 20:1 and 50:1 design time ratios mentioned in the fancy publications are a luxury for most. Tight economic times have reduced the number of designers on staff in many organizations. All business want more with less, without sacrificing the quality of the output. Unfortunately that is seldom possible. What we have here is an interesting triangle. On one side there is the resources available. The opposite side is the time available. The last side is the quality. Figure 1, on the next page, shows the three components in perfect balance.

Here is the dilemma. The organizations we work for want to cut the time or resources (physical or monetary). Looking at the triangle in Figure 2 on the next page too we see when the angle decreases the level of quality drops off. Lowering the amount of only one angle decreases quality, but to a lesser degree than when we reduce both inputs.

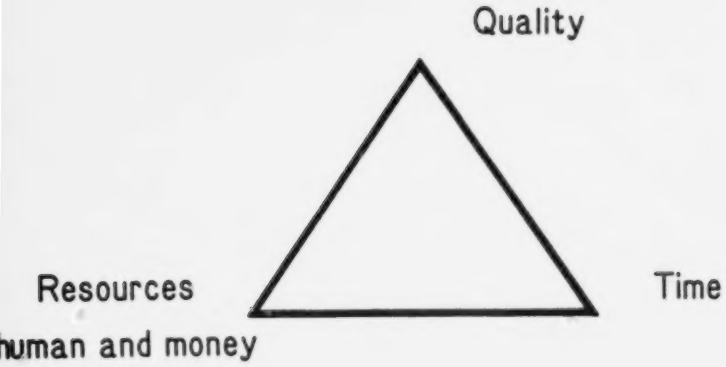


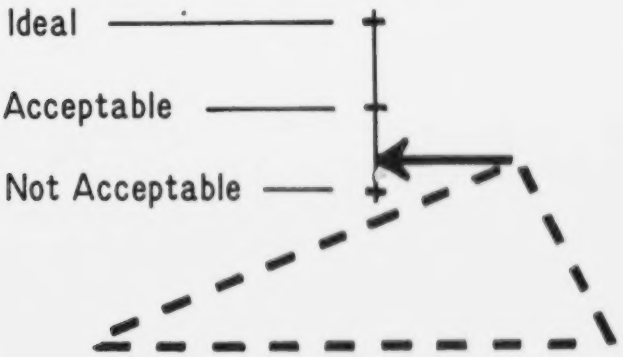
FIGURE 1

FIGURE 2

Interesting, but you already knew that. Correct? Possibly, but you might not have looked at the inter-relationships before. We should always try to examine the problem in as much detail as possible and from as many angles as possible. You must have a clear picture of the problem as a first step to actually solving it.

We already know what resources both in people and money are available, and how much time we have to prepare the training materials. What we need to know is what level of quality is 1) acceptable, 2) ideal, 3) Not acceptable.

Figure 3 below has superimposed the levels of quality degradation we have calculated over the resource, time and quality triangle.



Planning Degradation

figure 3

All we have to do is to manipulate the angle of the resources or time we have, or want to spend, to match the level of planned quality. We know that one element of resource or time is easier to change than the other. In some cases you are locked in. Neither the resources or time can be changed. In this case you know what level of degradation has been established. You then can decide if the level of degradation established is acceptable or not.

What am I saying? Simply, we as training designers drive ourselves crazy trying to design the best material with the minimum amount of time and resources. We don't evaluate what

level of degradation we are willing to accept. At times we degrade training below the lowest acceptable level. This is not in the best interest of the companies we work for. You are wasting the training resources developing material that will not work. If there isn't sufficient payback the training shouldn't be done. What you have to determine is the minimum and maximum quality levels based on the cost benefit analysis that is possible with the resources and time available. When the cost of the problem is $5000 and the cost of designing the training solution is more than that $5000 you are better off with the problem. Training should only be done when the costs for the solution are less than the cost of the problem.

If you find the acceptable quality cannot be met with the present human and monetary resources and delivery schedule you have the following options:

* cancelling the training
* adding human resources
* adding monetary resources
* increasing the time to do the design

There are no magic answers. The decision is relatively straight forward if you have carefully examined the three angles (resources, time and quality) and have planned what level of training degradation is acceptable. The how to add human and monetary resources and increasing the time available to write the training are topics that will be discussed in future articles.

Resources

The idea for this article came when reading the book "TRADE-OFFS" by David Hon (1981), published by Learning Concepts (distributed by University Associates).

TRAINING IDEA # 5

Lessons and their materials Interpersonal Conflict Resolution Styles

by

Patrick Suessmuth

KEY WORDS DESCRIBING THIS ARTICLE

* lesson
* plan
* interpersonal
* conflict
* resolution
* style(s)
* handout
* exercise/simulation/activity
* fantasy
* relax
*
*
*

GOALS

1. To determine the main conflict resolution styles you use in interpersonal Conflict Situations.

2. To determine the types of conflict resolution styles you consider in interpersonal Conflict Situations.

3. To explore, consider and learn the different conflict resolution strategies available to you and everyone else.

MATERIALS

- Conflict Resolution Styles Handout (See Figure One for this Handout)
- Overhead projector and screen
- Visuals one and two (See Figure Two for the wording of these visuals.)

TIME

1.5 to 2 hours

NUMBER OF PARTICIPANTS

Unlimited

PROCEDURE

1. Start the lesson by saying to the class, "This next activity involves each of you individually in exploring an interpersonal Conflict Situation. To do this exploration, I'd like everyone to: (Do (a) through (m) below, in a slow relaxed manner. Allow participants time to do the things you're asking.)

   (a) Sit back in your chair and relax; deep breath, let your body just sort of hang loose, nod your head, do whatever relaxes you.

   (b) Stay as you are . . . relaxed. Now shut your eyes gently and keep them shut until I tell you to open them again.

   (c) Picture yourself walking in a park or a field enjoying the view, smell the air, sense the trees, the grass, the birds, life itself.

   (d) Now you're leaving the park and entering a long hall or tunnel.

   (e) You've just entered the hall-tunnel and you see another person enter the other end. You strain to see who it is. The person seems familiar.

(f) The two of you walk slowly toward each other.

(g) You suddenly realize who it is, it's the person you're currently in most conflict with.

(h) Since you're now quickly approaching each other, you must decide how you are going to deal with this person.

(i) As you get closer, a number of alternatives on how to deal with the situation flash through your mind. (Pause here to give them thinking time.)

(j) You decide on one of the alternatives. Let your mind imagine what now happens.

(k) (Pause, give the class time to work through the imagined "happening".)

(l) It's over. The person has gone on down the tunnel. Note in your mind how you now feel. (Pause.) Also, note how satisfied you are with the way the meeting went.

(m) Now relax again. Let your mind go blank or drift back into the park. Slowly, when you're ready, open your eyes and raise your head. Slowly bring yourself back into this room. Stand and stretch, if you want. Talk to your neighbour if you wish too.

2. Ask the class to resume their seats and show visual one, (See Figure Two). Get the class to write their answers on their pads or on a sheet of paper.

3. When everyone has completed their writing, (you can tell this in either of two ways: (1) if you're at the front, the participants pens usually get put down, or (2) if you're wandering in the classroom, you can look casually, over people's shoulders and see if they are done, you don't need to ask if the class is done), when the writing is done, ask the class to pair-up and (a) show visual two, (See Figure Two), and (b) pass out the Conflict Resolution Styles Handout, (See Figure One), and start the paired discussion analysis.

CAUTION: With this pairing up, the odd person may react in a way indicating the DO NOT want to share their answers. Allow them to do visual two alone. Remember, you haven't indicated earlier that the answers to this activity were to be shared and hence anyone has the right to say their answers are personal and they aren't going to share them. (Instructing Note: If you feel there is too much on visual two to meet the standards of what constitutes a "good" visual, then make it a handout and pass it out with the Conflict Resolving Styles Handout.)

4. When the class is done their pairs discussion bring the class together and carry out a concluding discussion which can be done by (a) asking the participants for any interesting findings they have from the activity; (b) polling the room and posting the Styles used to deal with the conflict; (c) polling the room and posting the range of Styles represented by the alternate approaches which weren't used; (d) carry out a discussion of how to initiate, use and be effective with the RESOLVING approach to handling conflict.

ooOOoo

KEY WORDS DESCRIBING THIS ARTICLE

* hint (s)
* present (ation)
* technique
*
*

Hints from Horrox -

Maintain eye contact with your audience when you present.

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FIGURE ONE - CONFLICT RESOLVING STYLES HANDOUT

Five Different Styles of Handling Conflict

AVOIDING BEHAVIOUR:----- A lose-lose style involving the withdrawal, avoidance or evasion of the conflict situation.

CONCURRING BEHAVIOUR:--- A lose-win style in which the friendly helper tries to smooth over the problem by relating to people or suppressing the problem through the people involved.

CONQUERING BEHAVIOUR:--- A win-lose style in which forceful people usually in positions of authority, push and fight hard for a point of view. A domination of one side over the other always occurs in this way of handling a conflict.

COMPROMISING BEHAVIOUR:- A lose-lose style in which both sides give a bit to reach a solution. Voting, polling or consensus taking are forms of this type of behaviour. To divide the problem into equal parts with each giving some ground is typical of this method.

RESOLVING BEHAVIOUR:---- A win-win style of behaviour in which problem solving, problem confronting behaviours dominate. A solution by careful consideration of each party's reasons for being in conflict are expressed openly and weighed carefully so they are absorbed by the other side and incorporated into a rational solution that deals with the cause of the problem rather than the problem itself.

FROM: CONFLICT & HOW YOU HANDLE IT: Part Two of a three part series: Suessmuth, P. CTM:THE HUMAN ELEMENT, Vol. 11, NO. 5, Page 22.

FIGURE TWO

VISUALS FOR INTERPERSONAL CONFLICT RESOLUTION STYLES

Visual One
****

Individually
On your pads
Answer these questions

(1) what alternatives flashed through your mind for handling the approaching conflict in the hall-tunnel? List them on your pad.
(2) What alternative did you use? Outline, briefly, how the situation transpired.
(3) How did you feel after the person was gone? List your feelings.
(4) Outline, briefly, your level of satisfaction with the meeting/encounter.

Visual Two
****

In pairs
Using the CONFLICT RESOLVING STYLES HANDOUT

(1) Determine the Conflict Resolution Style each of you used on meeting the person you're in most conflict with presently.
(2) Determine the Conflict Resolution Style of each of your alternate approaches.
(3) Share and discuss:
    a) your feelings about the results of the style you used.
    b) your satisfaction with the style you used
    c) the range of styles the alternate approaches might have given each of you
    d) other insights and realizations you've gained from this activity.

TRAINING IDEA #6

Front end or the end

by

Art Horrox

KEY WORDS DESCRIBING THIS ARTICLE

* analysis)
* front
* train(ing)
* end
* need(s)
* time(ing)
*
*
*
*

Front end analysis has proven to be a powerful tool when used to analyze performance problems. Occasionally training is an outcome. Other times we find there are other reasons and solutions to the problems. Many trainers have entered into the trap of flatly refusing to provide training unless a full needs analysis or front end analysis has been conducted. I have to admit I have been there. The problem in this hard stand is seen by most managers as being pig-headed, unreasonable, not doing your job, and a list full of four letter expletives that cannot be published.

Don't get me wrong. I do believe training should be justified, cost effective and definitely measurable. What I think should be done is to temper the decision with some political and common sense practicality. What I am saying is there is a time and place for front end analysis. There are other times you might decide to do a mini-analysis.

OK, when do you do an analysis? One should be done whenever you are asked for training by someone saying, "Joe needs training. He isn't working." or "Jane has to get some training. Her error rate is too high." The poor performance indicator tells us there is something wrong. We don't know

what. Just something isn't the way it should be.

When would you do a full analysis rather than a mini-analysis? Really, when the stakes are high. There is no sense in performing an analysis that will take a day, week or month for a problem that has a cost factor of a few hundred dollars. You most definitely will want to analyze problems like this; "We need a training program. The production of the group is dropping off." or "How about a film on safety. We are getting a lot of accidents lately." When the stakes are high from a monetary or personal injury standpoint you must look at the problem.

Now, when don't you do an analysis?

* when the training is to sharpen skills for someone ready for advancement
* when the skills have gotten rusty due to lack of use. (Maybe a job aid should have been designed.)
* when the vice president says, "I don't care what it costs RUN IT or you're fired!"
* If you are already running the program and are asked for an extra seat
* If the program is less than a half day and you don't have to design anything special
* If it is obvious there will be a payoff to the company that exceeds the cost of running the program.

Some of the reasons might seem kind of vague, and I'll be the first to agree. I have been a training manager for a number of years and found you don't always win by being stubborn. You will find you will run a certain number of FUN courses. Don't discount them. They sometimes have a reward value to participants, and occasionally are a treat to teach.

I will be willing to bet that a training department that insists on a front end or the end will have a couple of ulcer cases as well as ulcer cases in the user groups. At the other end of the scale, too many fun courses and no needs analysis WILL BE DISASTER! A good mix (fun courses kept to less than 10%) will ease tension between managers and trainers. And we surely could use some of that.

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ABOUT THE EDITORS

PATRICK SUESSMUTH Patrick is Managing Director of Cantra Training Limited in Erin Ontario, and has been involved in the training of adults for almost twenty years. Much of this time he has been a self-employed consultant who has earned a reputation for being skilled at: organizational development, applying adult learning theory, instructor training, management development, course design, research, speaking at conferences and much more. Patrick is the author or numerous articles and the book TRAINING IDEAS FOR MANAGERS AND SUPERVISORS published by University Associates.

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* TRAINING IDEAS is published bi-monthly, i.e. six times yearly.

* The content features work by Canadian Authors.

* There is a minimum of 45 pages of tightly written material in each issue.

* TRAINING IDEAS is in book sized format and delivered in an envelope by first class mail.

* There is a lesson plan and its handouts in each issue.

* All articles are keyworded for easy retreival (see back cover for details).

* No advertising (other than for our subscriptions) will appear in TRAINING IDEAS. From time to time advertising will be inserted in the envelope as an enclosure.

* All articles relate to training and human resource development.

* An article is never continued eleswhere in the publication. Each article is completed before the next one starts.

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* Read time based on a reading speed of 200 words per minute.

TRAINING IDEA # 14

Conflict

BY

Patrick Suessmuth

KEY WORDS DESCRIBING THIS ARTICLE

* lesson
* plan
* conflict
* resolving
* technique(s)
* meet(ings)
* lead(ership)/chairperson
* exercise/simulation/activity
* handout
* give(ing)
* receive(ing)
* feedback
* guideline(s)
*
*
*
*

Lesson's Objectives
==========

1. Inform participants of a large variety of Meeting Conflict Resolution Strategies, (See Figure One for these).

2. Through mini-role plays allow EVERYONE to practice:
   a) identifying conflict in their meetings,
   b) implement a conflict resolution strategy to attempt to defiate the situation,
   c) lead a feedback session to discuss the Conflict Resolution Strategy applied to the situation, and
   d) explore:
      (i) whether the conflicting person had been correctly identified,
      (ii) how others saw the Conflict Resolution Strategy's application,
      (iii) to consider the impact of the applied strategy on the group
      (iv) to consider what alternate strategies might have been utilized.

Aids Required
==========

- Overhead projector and screen (optional)
- Blackboard (optional)
- Flipchart (optional)

Handouts - included after the lesson plan
========

1. Handout - MEETING CONFLICT RESOLUTION STRATEGIES
   (See Figure One)
2. Handout - GIVING AND RECEIVING CONSTRUCTIVE FEEDBACK
   (See Figure Two)
3. Handout - CONFLICT SITUATION CARDS' WORDING
   (See Figure Three)

NUMBER OF PARTICIPANTS

Unlimited, as long as you can comfortably manage a large number of groups of five to six people each.

TIME

At least two hours.

LESSON PROCEDURE

Instructor's Note and Lesson Overview

Meetings are loaded with potential and real conflict situations, be they related to the content of the meeting or interpersonal between two or more individuals of differing opinion. It is the meeting leader's/chairperson's job to manage these conflicts. Most people in charge of meetings never have had a chance to practice handling the resolving of conflict in meetings. This lesson plan gives people a chance to practice identifying, handling, reducing and managing conflict in meetings.

To Group

Introduce the activity by informing the class of the session's topic, the goals, and the procedure you plan to use.

Instructor's Note
==========

Three possible approaches to this section are outlined here as APPROACH A, APPROACH B and APPROACH C. I recommend APPROACH A as it will maximize the time available for the mini-meeting-practice-sessions. APPROACH B and APPROACH C can be used if you are ABSOLUTELY SURE you have more than enough time for the mini-meetings. APPROACH B and C can also be used AFTER the mini-meetings to summarize the lesson if you do them in a creative way that emphasizes your desire to find new strategies to add to your MEETING CONFLICT RESOLUTION STRATEGIES Handout (Figure One).

Approach A
==========

Simply handout the MEETING CONFLICT RESOLUTION STRATEGIES material. Allow time for the participants to read it over and think about it. Then proceed to the "Instructor's Note" following APPROACH C. It may seem to you that more needs to be said for this to be an effective instructional-learning strategy. You may feel people won't understand the strategies. My comment is try it, you'll be surprised at how much people get out of such a simple approach. Actually, it isn't how much they get from this approach, it's the amount they already know and understand as general knowledge that we as trainers often fail to take into account in planning our training sessions.

==========
Time for this approach: maximum 10 minutes.
==========

Approach B
==========

Break the room into groups of about five people each and have groups, "Build a list of specific strategies, meeting leaders, could use to adjust, reduce, resolve or eliminate conflict situations they might have to deal with in meetings." (The part in quotation marks should be visual on the

blackboard, flipchart or overhead projector. It should not be said verbally to the class without visual support as groups need it to reference to as they are doing the task. They can't possibly remember it throughout the whole task.) When groups are done, list their answers so all can see them, by getting one strategy at a time from each group in a round robin fashion. Finally, pass out your handout, MEETING CONFLICT RESOLUTION STRATEGIES. Allow class to read and adjust it. Discussing it should probably also be allowed.

****
Time for this approach: minimum, 30 minutes.
****

Approach C
==========

Use a visual on the overhead projector to ask the class, "What are typical disruptive behaviours that can occur in any meeting?" List answers class gives you. (This question could be used to introduce the whole session, especially if you conclude the activity with a statement such as, "The rest of this session will be spent learning-practicing handling and resolving these disruptive behaviours." I don't recommend the use of this approach, as I feel classes don't need to spend time listing disruptive meeting behaviours. I feel strongly they need practice time managing real disruptive behaviours in meeting.)

Next, again, using the overhead projector ask the class to list, "What are some of the specific strategies you as meeting leaders, could use to adjust, reduce, resolve or eliminate conflict situations you might have to deal with in meetings." After listing is completed, pass out the handout MEETING CONFLICT RESOLUTION STRATEGIES. Allow class to read and adjust it. Discussing it should probably also be allowed.

****
Time for this approach: minimum, 50 minutes.
****

Instructor's Note
=================

Break class up into groups of five people each. Five is recommended because four makes the groups too small to be representative of most meetings, and six and seven though usable as a group size, but causes a long-long lead time before some people have a chance to lead a mini-meeting. Groups larger than seven are totally unwieldy.

To Groups
=========

Explain to the groups that all members, one at a time will have a chance to be the meeting leader who has to deal with conflict and/or disruptive behaviour in a mini-meeting. I refer to them as mini-meetings because the structure of the meeting is such that as soon as the meeting leader has used a Conflict Resolution Strategy, s/he is to stop the meeting and:

a) indicate who s/he felt was the conflict person(s) the Conflict Resolution Strategy was used on,

b) the person who has the conflict card identify's her/him self,

c) the group leader outlines the Conflict Resolution Strategy s/he used to defuse the situation, and

d) the group members evaluate the effort and offer alternate thoughts on dealing with the situation that might be helpful to the leader.

After this four point discussion, the leader position is shifted and the procedure repeated until everyone has had a chance to deal with disruptive meeting situations. The conflict person will be given a conflict card which outlines some ideas on how to be disruptive, (See Figure Three at the end of this article.). The other members will get blank cards and those of you getting these blank cards are to participate normally in the meeting.

Answer questions on procedure, if there are any.

Instructor's Note
==========

The preceding four points should be visually displayed throughout this mini-meeting period in your lesson so groups can follow it.

Meeting Topics
==========

Figure Four outlines a number of mini-meeting topics you can use. In developing meeting topics on your own I suggest you:

a) use questions as the topic,

b) build them around current, general knowledge issues, and

c) avoid issues that might be touchy in your organization as the quick stoppage of the meeting will leave the group hanging.

Meeting topics should be changed, at least, after every two mini-meetings.

To Groups
==========

Directions for conducting the mini-meetings:

First: assign the meeting topic so everyone can be preparing their thoughts on it while,

Second: you are appointing the meeting leader, (you can let the groups have the right to do the appointing as a group's decision vs yours, if you wish.)

Third: give out the Conflict Cards. (See Figure Five for how to set up the cards you are to give out.)

Fourth: Start activity and help IF needed.

Instructor's Note
==========

Watch for groups finishing the evaluation discussion of their conflict leadership efforts and give them a new set of conflict cards once they have established the next meeting leader. Collect the old set of Conflict Cards so the various sets don't get used both at the same time. Also change the topic if it is time.

Please note: it is legitimate for groups to redistribute the same set of cards among themselves to gain additional practice on the issue involved.

Conclusion
==========

Summary - none is necessary if evaluative discussions have done their job effectively as each person will have experienced feedback that can lead to personal growth.

Some summary/concluding ideas you might like to use with this lesson:

a) A comment session based around the question, "What has been the most significant thing you've learned in this activity, you'd like to share with the rest of the class."

b) Use APPROACHES B or C to close your meeting.

c) Simply ask the class if they have discovered some new strategies that might be used to handle conflicts, disruptions in meetings and list these for all to see as people give them to you.

Instructor's Note
=================

A FINAL THOUGHT: you can recycle this activity to give people more than one opportunity to be meeting leaders to increase practice in handling conflict situations in meetings.

The Handout, GIVING AND RECEIVING CONSTRUCTIVE FEEDBACK, (See Figure Two), is included for you to use in part four of this procedure. Its use, certainly can't hurt the quality of feedback/critique people will be giving each other after each mini-meeting.

Close
=====

EXERCISE CREDIT
===============

This exercise has been totally adjusted from its source document. The initial idea, though, for this lesson is based on TEACHING LEADERSHIP STRATEGIES FOR CONFLICT REDUCTION IN SMALL GROUPS: A BEGINNING EXERCISE, by John Alfred Jones, Ph.D., Dept of Communications, University of Illinois, Chicago, Illinois, found in ERIC:RESOURCES IN EDUCATION, accession number ED 173 880

FIGURE ONE

HANDOUT
=======

MEETING CONFLICT RESOLUTION STRATEGIES
==========

Below is a partial list of specific strategies meeting leaders can use to adjust, reduce, resolve or eliminate conflict situations, that occur in meetings:

1. IGNORE THE DISRUPTIVE BEHAVIOUR. This may not be the best strategy in most situations, but on the odd occasion it may be most appropriate.

2. DRAW OUT THE SULLEN PARTICIPATOR. Explore her/his feelings because they can often throw new light on the issue at hand if clearly heard.

3. USE REFLECTIVE LISTENING. Paraphrase/repeat the comments of the previous speaker and check if you've heard them accurately before you add your thoughts to the situation.

4. RESTATE MEETING OBJECTIVE. This may often help redirect a disruptive behaviour to constructive behaviour if the person has missed or lost track of the meeting's aim.

5. STRESS STAYING ON TOPIC. Periodically it may be necessary to restate the meeting's current topic as people loose sight of the agenda in the heat of the discussion.

6. REINFORCE/REWARD ON TOPIC CONTRIBUTIONS. This will help everyone be constructive. Remember, praise is often more effective in shaping behaviours than is criticism.

7. DON'T COMPLIMENT NON-PRODUCTIVE COMMENTS. This can occur unintentionally in meetings if leaders are not careful of their praising behaviours. Also, chairpersons sometimes are so glad to have someone say anything in the meeting they react inappropriately, praising the contribution even though it's valueless.

8. REDEFINE THE GROUP'S TASK. Often the group will think they understand the task they are working on but once they've started it, it is obvious they haven't understood it. Stop the session and explain the task again in the light of the new information.

9. PROTECT ALL MEETING PARTICIPANTS. Remember the agenda of a meeting is never to attack a person. Nor in an idea gathering session is it to evaluate or downgrade a suggestion. If either a personal attack or evaluating in an idea generating situation, occurs, quickly point out the purpose of the meeting and that you consider the behaviour in question out of line. In other words, STOP the behaviour immediately after it has occurred.

10. TONE DOWN EMOTIONAL CONTRIBUTIONS. Get emotional comments restated in calmer tones by asking the speaker to try re-expressing the comment, so its content can be heard. You can ask for the person to explain the reason for the emotionalism and to also restate the comment. Remember, things said in the "heat of the moment" are usually NOT the real issue.

11. USE SUBGROUPS. Divide the group into two parts each composed of "like feeling/reacting" people. Have groups work on issues from their perspective and report back later to the whole group. Doing this allows different points of view on the topic, to be explored fully in your meetings.

12. FOSTER INSIGHT INTO OTHER PEOPLE'S POSITION. Do this by having each faction build two lists of the points. First list what points the others are trying to make and then, secondly list what points you are trying to make. When both sides have built outlines of both the other's and their points of view, have them exchange or share their lists. The differences in the comparable lists should be significant enough to cause a meaningful discussion.

13. SHIFT DISCUSSION. Often the discussion may focus on a highly controversial area in the topic and become bogged down in it. When this happens shift the discussion area to a less sensitive area and by getting agreement/consensus there you can gradually build the achievements up until the contentious area can be dealt with effectively. Be sure to reinforce achievements along the way.

14. BUILD HARMONY, BUILD A GROUP SPIRIT. This is a long range approach based on building good interpersonal communications skills and expounding the group's successes both within the group and publicly outside the group.

15. INTERRUPT THE SPEAKER. This is done when one person is (a) monopolizing the group discussion, or (b) turning everyone off by the comments being made. To interrupt look for someone who might have something different to contribute, once you've found them break into the speaker's flow at a natural pause in their communication and shift it to the other person.

16. INVOLVE EVERYONE IN THE DISCUSSION. To do this: (a) post the question or issue under discussion for all to see and refer too, (b) ask ALL participants to list their thoughts and comments on the issue on their pads, INDIVIDUALLY, (c) ask each person for one of their ideas, in turn, and post it so all can see it. Do not allow evaluation or rewording or clarification of ideas at this time. Accept ideas as given, (d) continue posting ideas from each person in turn, around and around the group until all ideas are posted, (e) have a discussion, clarifying ideas given and eliminating obvious duplication, (f) have each individual list in order the five (more or less as the number of ideas and people present indicate would be a workable number) ideas they feel are best, most useful, or whatever is appropriate, (g) collect and post each person's ordered weighting, eliminating ideas receiving limited or no support in this polling procedure, (h) hold an open discussion of the remaining points, (i) repeat "f", "g", "h" as needed till consensus develops.

17. ENCOURAGE SILENT PEOPLE TO PARTICIPATE. Don't force them into the discussion because you may catch them with nothing to contribute and hence embarrasse them. Wait for them to indicate by their non-verbal actions, such as sitting forward or squirming in their seat, quickly interrupt the other talkers and indicate to your silent person you'd like to hear their comment.

18. USE A THIRD PARTY. When a disruption centers around two people and is going back and forth either come in between them yourself or have/ask another person to comment on what's being said. Search for the agreement that probably exists in the two conflicting parties comments and use it to mediate.

19. LOOK FOR COMMON GROUND. Often situations involving a dispute have areas of obvious agreement between the two sides. Point these out. Highten the groups awareness of this common ground. Build the discussion around and on these points of agreement.

20. CLARIFY FEELINGS AND EMOTIONS OF GROUP PARTICIPANTS. Do this by trying to restate the individual's expressed feeling. If you can't restate feelings comfortably, a formula approach to doing this is: "You feel--------(state the emotion, i.e., sad, happy, etc.) because-------(state the point the person is trying to make.)."

21. USE GROUP PRESSURE ON THE DISRUPTER. Often the whole group will feel the same way you do about the developing situation., Foster the other group members reactions so they, the total group, exert pressure on the problem.

22. SEATING ARRANGEMENTS AFFECT DISCUSSIONS. It is not so much a question of who sits beside whom, as it is of everyone being able to see everyone else clearly. A circle type seating plan works best to facilitate everyone being able to see all the other participants. Remember 7% of the total impact of a message is in the words, 38% is in the tone and 55% is in the expression and gestures used.

23. SUMMARIZE AS MEETING PROGRESSES. This allows you to (a) keep the meeting on path, (b) highlight accomplishments, (c) reinforce progress, (d) establish a logical sequence to the meeting, and (e) build a spirit of success and productivity into your meeting.

24. PROTECT IDEAS. Ideas or creative thoughts are fragile. They are often voiced tentatively and in only a semi-developed state. Allowing ideas to be quickly discarded, overlooked or evaluated can both cut off further ideas and also destroy an excellent semi-developed thought.

25. USE THE RULES OF BRAINSTORMING TO HELP CREATIVITY. The rules are:
    a) Criticism and evaluation are ruled out. Judgement of ideas is suspended.
    b) Free-wheeling is welcomed. The wilder the ideas, the better.
    c) Quantity is wanted. The greater the number of ideas the more likelihood of good ideas.
    d) Combination and improvement of already expressed ideas is sought. Suggesting improvements to other's ideas as a further point is encouraged.

26. BUILD ON AGREEMENT. Meetings which bring together two or more parties with differences between them often concentrate on their disagreement(s). If this happens the meeting's progress is curtailed. Start your meeting so the points where the two sides agree are developed first. Expand these areas of agreement gradually right from the beginning of the meeting. This means when it comes to the troublesome areas there is a large base of agreed upon reasons for solving the few remaining issues of difference. Also the effort up to here will have been harmonious, (you hope), and this will probably carry over into the more contentious and difficult factors.

FIGURE TWO

HANDOUT

GIVING AND RECEIVING CONSTRUCTIVE FEEDBACK

Constructive feedback consists of two processes.

One process GIVES help and/or information To another person to allow her/him to consider changing her/his behaviour.

The other process RECEIVES help and/or information FROM another person to allow the receiver to consider the match between how they think they behave and how another person perceives their intended behaviour.

GUIDELINES TO USE IN RECEIVING

FEEDBACK/CONSTRUCTIVE CRITICISM

1. LISTEN.

2. LOOK AT THE SPEAKER. Keep your head up.

3. CHECK THE FEEDBACK. Did you hear what was said? If not, ask for it to be repeated. Be sure you understand what the giver is saying to you.

4. TAKE NOTES IF YOU NEED TO but beware of information overload, i.e., receiving too much feedback to deal with at one time.

5. SHARE YOUR REACTIONS TO THE FEEDBACK. Your own feelings may become so involved you forget to share your reactions to the feedback from the giver. If the giver goes off not knowing whether or not s/he has been helpful and how you now feel toward her/him, the giver may be less apt to give you feedback in the future. The giver needs your reactions about what was helpful and what was not, so s/he can improve her/his ability to give feedback in the future.

6. AVOID DEFENDING WHAT YOU DID. The purpose of receiving feedback is to change the things you might do in the future, not defend your past behaviours. Your defensiveness could stop others from giving you valuable self-information.

7. STATE WHAT YOU WANT FEEDBACK ABOUT. Let the giver of feedback know the specific things on which you like feedback.

8. REACTING TO NEGATIVE FEEDBACK. Don't ignore, devalue, rationalize or negate away the negative feedback. Remember, the feedback is "how the other person saw you" even though it wasn't how you meant to be seen. Explore how the other person arrived at the conclusions. Ask for examples of things you did to support the negative feedback.

9. REACTING TO POSITIVE FEEDBACK. Don't under react to positive feedback. Don't discount it as people being nice to you. Hold your head up, look at the person giving you feedback and accept the positive without discounting it.

GUIDELINES TO USE IN GIVING FEEDBACK/CONSTRUCTIVE CRITICISM

1. FOCUS ON THE RECEIVER'S NEEDS OR OBJECTIVE. Feedback should be objective, only dealing with the area the receiver wants feedback in. Feedback can be destructive when it serves our own needs and fails to consider the needs of the person on the receiving end. Feedback ONLY to the areas to which the person wants data. Remember, feedback should be given to help, not hurt.

2. FOCUS FEEDBACK ON BEHAVIOUR RATHER THAN THE PERSON. It is important we relate to WHAT A PERSON DID rather than to what we think or imagine s/he was trying to do. Thus we might say that a person "talked more than anyone else in this meeting" rather then s/he is a "loudmouth" or "has too much to say". The former allows for the possibility of change the latter ones imply a fixed personality trait.

3. FOCUS FEEDBACK ON OBSERVATIONS RATHER THAN INFERENCES. Observations refer to what we see or hear in the behaviour of another person, while inferences refer to interpretations and conclusions which we make from what we see or hear. In a sense, inferences or conclusions about a person contaminate our observations, thus clouding the feedback for the other person. When inferences or conclusions are shared, and it may be valuable to express these inferences, it is important they be identified as inferences, rather than said as facts.

4. FOCUS ON CHANGEABLE BEHAVIOURS. Feedback can lead to improvement only when it is about things which can be changed. Relate your feedback to an area the people concerned can identify. Then give them examples of their behaviour and suggest alternate paths they might accept to serve as the base for their behaviour change efforts.

5. FOCUS ON THE SPECIFIC RATHER THAN THE GENERAL. To be told one is "dominating" will probably not be as useful as to be told, "Just now you were not listening to what the others said, but I felt I had to agree with your arguments or face attack form you." By describing one's own reaction, it leaves the individual receiving the feedback free to use it or to reject it as s/he sees fit. By avoiding evaluative language, i.e., being specific, you reduce the need for the individual to react defensively.

6. FOCUS FEEDBACK ON DESCRIPTIONS OF BEHAVIOUR WHICH ARE IN TERMS OF "MORE OR LESS" RATHER THAN IN TERMS OF "EITHER...OR". The "more or less" terminology implies a continuum on which any behaviour may fall stressing quantity, which is objective and measureable rather than quality, which is subjective and judgemental. Thus, participation of a person may FALL on a continuum from low participation to high participation, rather the "good" or "bad" participation. Think in terms of "more or less" and use it to avoid serious distortions of reality which "either...or" can create.

7. FOCUS ON THE HERE AND NOW. What you and I do is always tied in some way to time and place. We increase other people's understanding of their behaviour by keeping it tied to what has just happened. Feedback is generally more meaningful if given as soon as appropriate after the observation or reaction occur. Keep feedback concrete, immediate and free of distortions by using examples from the person's exhibited behaviour. Don't use examples of behaviours from long-long ago -- use NOW behaviours. People do change over time you know.

8. FOCUS ON SHARING INFORMATION RATHER THAN GIVING INFORMATION. Feedback involves SHARING INFORMATION rather than giving advice. By sharing information, we leave people free to decide for themselves, in accordance with their own goals, needs, etc. When we give advice we tell them what to do, and to some degree take away their freedom to decide.

9. FOCUS FEEDBACK ON THE AMOUNT OF INFORMATION THE PERSON RECEIVING CAN USE, RATHER THAN ON THE AMOUNT YOU HAVE AND WANT TO GIVE. To overload a person with feedback is to reduce the possibility s/he can use what s/he receives effectively. When we give more than can be used we are satisfying our own needs rather than helping the other person.

10. FEEDBACK IS CHECKED TO ENSURE CLEAR COMMUNICATION. One way of doing this is to have the receiver try to rephrase the feedback s/he has received to see if it corresponds to what we, the sender/giver, had in mind. No matter what the intent, feedback is often threatening and subject to considerable distortion or misinterpretation.

ADJUSTED SLIGHTLY FROM: LESSON DESIGN: PREDICTING STUDENT CHOICE: Suessmuth, P.: CTM:THE HUMAN ELEMENT, Vol. 13, No. 1, 1980, Page 36.

FIGURE THREE

CONFLICT SITUATION CARDS' WORDING
==========

Take the position of a silent person in your group, say nothing for the first few minutes or so. Then after use non-verbal clues that would indicate you have something to say.

****

Quickly disagree with someone else's point of view so the leader has to do something. Allow the situation to be settled readily. Then start another agrgument. If the leader stops the meeting after your initial dispute, then create another argument in the feedback session on the leader's initial effort. The key here being to see how the leader or the group deals with an argumentative type of person.

****

Be a questioner of everything, everyone says. Accept nothing for its face value. Ask people to support their point of view, ask for reasons why, ask who said so, ask for clarification, ask for examples. Poke holes in people's contributions. Be a disbeliever.

****

Take the role of a talker. Talk, talk, talk. Allow others in briefly and then talk on again. Stay on the topic as best you can, even repeat yourself for emphasis. Be the group's mouth piece.

****

Try and side track the discussion to a parallel issue. For example, if the topic is homosexuality, deal with prostitution, if its coporate law, deal with citizens' rights, if its the need for a will, deal with life expectancy issues, etc. Enjoy this position and try to get others involved in your interests.

Start a side discussion on something of interest to the person next to you. Choose their jewelry, cloths, hairstyle, purse, books, whatever and ask them about where they got it, how they use it, etc. Try and engage them about themselves as people find it easy and like to talk about themselves, especially when someone else gives them some attention.

****

Take the position of having been forced by your superior to attend this meeting. Sit slightly back in the group, cross your arms on your chest, be reserved but resentful of being here wasting your time. See if the group leader relates to you and tries to bring you into the meeting by relating to your non-verbal stance. If the meeting goes past seven minutes without the leader having dealt with you - you stop the meeting and share this conflict card with the others for their discussion.

****

Take the role of a poor listener. Always enter the conversation with your own thoughts and ideas. Never say anything that relates directly to what others have said. Even feel free to ask questions on the topic area but totally divorced from previous comments.

****

Try and take over the meeting for your own purposes. Figure out a way to personally relate to the topic being discussed and then swing the whole conversation around to deal with your personal issue.

****

Take a position diametrically opposed to someone else's and create a two person dialogue. Stay on topic and avoid an argument. Just discuss an opposing point of view. Ask the other person to explain how they can say whatever, if you can't think of anything else to say to support your position. The idea here is to be rationally in conflict with someone else in your group so a two person conversation develops.

BUILDING OTHER CONFLICT CARDS

In writing these conflict cards try to stay clear of using any of the mini-meeting topics in Figure Four. If you want to build new conflict cards you should be able to generate some other positions by studying the topics in Figure Four. Some other situations, include, ask someone to doodle through the meeting, have someone noisily get up and leave the meeting in a "storm", create as whole set of cards telling everyone to be bored and disinterested in the meeting or ask them to behave in a way that will cause the meeting to drag, etc.

FIGURE FOUR

SOME MINI-MEETING TOPICS

Should film censorship be allowed?

Governments should NEVER give in to kidnappers, hostage takers or ransom demands.

All organizations, be they private, public or government agencies are political in nature.

Should homosexual rights be enacted?

Should marijuana usage/possession be legalized?

What would be the effect of removing all income tax people have to pay?

What would be the effect of allowing taxpayers to specify the exact use to be made of each of their tax dollars?

What are the steps involved in an effective grievance procedure?

What steps are necessary to improve our country's penal system?

Canadian workers are definitely the cause of Canada's poor productivity?

Why has the effects of the women's liberation movement been the disruption of family life and alienation of the sexes?

Everyone should have a say in a vote on the nuclear issue?, abortion issue?, death penalty?, etc? (Choose your own issue.)

Most public institutions such as schools, hospitals, legal services, welfare, etc. have been designed primarily for the ruling middle class citizen.

FIGURE FIVE

HOW TO SET UP THE CONFLICT CARDS FOR DISTRIBUTION TO THE GROUPS

As each group has at least five people in it, each set of conflict cards must have at least four cards in it. One of the cards in each set has the CONFLICT SITUATION on it, the rest are blank.

It is suggested you put six cards in each set so if by chance you have seven people in a group you have enough cards for everyone in the group.

Pass out all the cards to everyone but the designated meeting leader. This may mean some of the meeting participants may get two cards but it at least assures the assignment of the conflict position on a random basis.

Separate the sets of conflict cards in some way so they are easy to pass out to the groups. Put the sets crosswise on top of each other, use a coloured card to separate the sets or put a blank card in crosswise after each set.

The conflict cards in each set that have no conflict instructions on them can be blank or have the directions, "participate normally" typed on them.

TRAINING IDEA #15

Clean up your act . . .
Overhead projector maintenance

by
Art Horrox
204-237-3840

KEY WORDS DESCRIBING THIS ARTICLE
* maintain
* A/V
* projector
* job aid
*
*

Is your overhead projector covered in coffee cup rings, dust, pen marks, and dulled by nicotine stained lenses? Beside being unattractive, they tend to deteriorate the aesthetics of your presentation. You look less than professional. There is a solution. I recommend a regular schedule of preventative maintenance. Who does the maintenance is up to you, but I feel it must be done. Your reputation as a presenter is at steke.

In addition to the obvious improvements in looks, there are some other important benefits. Dirt and film build-ups on the lenses and projection stage reduce the amount of light that reaches the projection screen. Dust build-up on projector cooling fans reduces air flow and decreases bulb life. A poorly maintained overhead projector will increase the chance of a critical malfunction ... probably right when you are presenting.

Sold? Want to know what needs maintaining? I thought you'd never ask. To make things easier here is a checklist to perform your monthly OHP maintenance.

OVERHEAD PROJECTOR MAINTENANCE CHECKLIST

___ Unplug the projector.

___ Open the projector to expose the bulb and fan. If dust is present vacuum or remove it with a cloth. Be sure these parts are clean:

___ * fan blades
___ * air vents
___ * inside of the cabinet

___ Remove the projector bulb. Hold it with a cloth and remove dust, stains, fingerprints etc. by polishing. Put the bulb back in without touching with your bare fingers. (fingerprints destroy bulbs).

___ Clean the internal mirror (if one exists) +

___ Remove the fresnel lens and clean both sides. +

___ Clean both sides of the glass staging area. +

___ Re-insert the fresnel lens.

___ If the fan motor is accessible lubricate it with <u>one</u> drop of oil on each bearing surface.

___ Close the projector case cover and clean the entire surface with soap and water or +

___ Dismantle the lens/mirror assembly on the focusing arm <u>if you cannot get at both sides</u> of the lens(es) and mirror.

___ Clean the lens(es) and mirror +

___ Re-assemble the lens/mirror assembly

___ Check the power plug and cord. Replace if damaged.

___ Plug in and test the projector.

+ use a good quality window cleaner such as Windex ™ and a soft cloth.

ooOOoo

TRAINING IDEA # 16

That trapped feeling

by

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KEY WORDS DESCRIBING THIS ARTICLE

* trap
* feel(ings)
* commit(ment)
* solution
*
*
*
*

All of us at one time or another feel trapped by something. It could be an automatic feeling that is triggered by some external event, or it could be a pre-set way of dealing with important issues in our lives. In our jobs it could simply be the pursuit of some activity, program, or course of action that seems to take on a grinding life of its own with the passage of time.

One of the frustrating things about the process of becoming trapped in the first place is that it usually occurs for the best of reasons. We don't want to let someone down, or we feel obligated to return a favor. Friends and family members can cajole us into doing things against our better judgement. Whatever the reasons, the feeling of being trapped is a

debilitating one. It can sap our will, and destroy our sense of motivation.

Sometimes people will resort to extreme measures to escape entrapment. They quit jobs or they break up marriages. When these kinds of reactions occur, of course, feelings can be hurt on all sides. The other people involved may be genuinely surprised at the sudden turn of events, and react with anger in their own turn. At this stage the disastrous possibilities abound.

We can also become entrapped through our commitments to impossible goals, or through determination not to be proved wrong. The deeper we get into some project or activity, the more we may feel committed to it, even though we may sense that it really won't produce the results we want. At this stage, the project or activity has taken on a life of its own, and it has the potential in some cases to destroy us.

The best way to avoid the dangers of becoming trapped is to avoid entrapment in the first place. Try observing the following rules at all times:

1. Set limits on your involvement and commitment in advance.
2. Once you set a limit on yourself, stick to it.
3. Avoid looking to other people to show you what to do.
4. Beware of your need to impress others.
5. Remind yourself of all the costs involved.
6. Remain vigilant for signs of entrapment.

ooOOoo

TRAINING IDEA # 17

Helping people

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KEY WORDS DESCRIBING THIS ARTICLE

* help(ing)/care/caring
* relate/relationship
* people/human(ism)/person(ality)
* interpersonal
* skill(s)
* problem(s)
* technique
* change
* learn
* train
* task/work/activity
* time
* type(s)
*
*
*
*

DEFINITION OF TRAINING: The willing leading the unwilling - nowhere . .

which leads to

You can LEAD a horse to water, but you can't make it drink . .

Those opening statements are what this article is about. It is about US as trainers. It is about what we accomplish. We are the willing. The learners in our "classes" are the unwilling, who despite our best effort often go nowhere. This isn't going to be another article about training in troubled times, or making training relevant. This is an article about PEOPLE. People unto whom trainers "do it to".

This article is about Helping-Humanism.

Let me ask you a very personal question - consider this situation:

> It is not a normal (work)day.
> It's one of those days when you're busy.
> You're energy is high. You've set out a major group of tasks to be done and you fortunately find you're body is ready, willing and "roaring" to go. You really get into getting things in you're group of tasks done.
>
> Question: In a day like that, DO YOU HAVE quality TIME FOR PEOPLE?

What's "quality time for people"? It is for me something very special - it's the ability to BEHAVE in a manner I know means people come FIRST. EVERYTHING else comes second. It means in a high energy, go-go type situation, like outlined above, I can STOP and DROP, whatever I am doing to give total undivided attention to the person I'm with, without any feelings of "to hell with what I have to do". What I have to do is completely and utterly secondary to the needs of the person I am with. It means I can give them five minutes if that's what they need, or three hours, if that's what they need. PEOPLE ARE FIRST OVER EVERYTHING ELSE. People are not first, if you are thinking about the things you still have to do. People can sense this in the quality of the interchange. People sense the lack of one's full presence. QUALITY TIME is given through full, complete, undivided attention. Through empathy. Through active listening. Through being with, in and of the other person.

Let me ask the question again: In a busy, high energy day, full of tasks to be accomplished, DO YOU HAVE quality TIME FOR PEOPLE?

I don't know how you answered that, but I do know this - most trainers (people) I have met, don't have quality time for people. We herd people into learning environments. We rush from appointment to appointment. We pass our friends thinking, or saying, "We must get together, soon." We offer solutions at the drop of a hat. Suggestions come fast and furious - all when we haven't even taken the time to hear the person's need even superficially.

Training is often defined as CHANGE OF BEHAVIOUR. That's a definition I have liked and lived by for years. It's wrong. Training isn't "change of behaviour". TRAINING IS HELPING.

Change of behaviour implies doing something to someone, whether they want it or not. Training needs analysis, target population analysis, task analysis, organization analysis, be damned. We can do all the analysis we want, we still wind up with people (learners) being blessed with what we have found they need, BUT it isn't what they need. They rarely are the same people we established the need with nor is it usually anywhere near the hour or day they told us of the need.

People's needs/wants to learn are fleeting. Needs and wants are often passing things. Let me highlight that for you with a personal example. I am the world's worst student. I wreck learning situations when I am a learner. I am a totally self directed learner. I take over learning situations I'm in, either mentally, verbally or physically. I am NEVER where the presenter is. Lecture me and it is game over for you the teacher and me the learner. Yet, just the other day I was lectured to AND a miracle occurred. I learned. Jim Hall, a country contractor I'd just hired to rebuild some of my farm's fences gave me a lecture on how to role up barbed wire. Jim or anyone could have probably given you or me for that matter, this same lecture and we'd have got nothing out of it. It would have been meaningless to us. We weren't ready for it. WE DID NOT WANT TO LEARN HOW TO ROLE UP BARBED WIRE. What a stupid thing to teach anyone.

How come I learned it? Simple. I had the need AT THAT MOMENT. Two days earlier I didn't need to learn to role up barbed wire. Jim's timing was perfect. He sensed me. He took the time to see me as a person and realized I had a

problem, I hadn't even mentioned to him. Yet, he knew it and he succeeded in "learnin' me", with of all things a lecture.

The key premise here is timing to a specific person's, specific need. Not the need of a group of people YOU'VE brought together in a room. Not what YOU'VE planned to do. Not what YOU can do. Not what YOU want to do. Not what YOU'RE analysis tells YOU to do. No, not any of those things . . .

It is not YOU. It is for them, for the person. In helping, in training, in life, we do most of our things for ourselves. In doing so we diminish our effectiveness. We must learn/start to do things FOR the other person, not TO them.

Let me again show you how that works, via a personal example. My home is no longer my home. A six month old kitten owns it. Now, I'd like to get my home back, so training the kitten is in order. Like I'd like the kitten to be a lap cat - so using all the principles of "casual behaviour modification" I proceed to try and get Kitten to sit-lie-stay on my lap. Reinforcement, equals attention, which it wants from me. Results? Do you think Kitten wants to be on my lap, attention or not? No way. Pick it up. Start to pet it. Zoom. It's gone. Repeat. Have patients. Success, on a scale of one to ten is zero. Why so much success? Well until that gall darn kitten wants to be on my lap just a little bit, training it is terribly difficult, oops! she just jumped on my lap and here I am into writing this article. Now she stays, and I attend (reinforce) . . . and she still owns my home.

Moral of the kitten tale - training-learning's difficult when the need is there BUT only I have it. The learning's easy when (1) the learner has the need AND (2) I see, relate, recognize the learner's need, AND (3) I can help from my skills bank NO MATTER WHAT THE NEED IS, AND (4) I'm there, where the learner is, when the learner's need level is high. You might say a neat summary. It isn't. It misses a key ingredient. (5) You have to have the QUALITY TIME for the person at that instant. You have to drop your world for theirs.

Let's take this further: borrowing crudely from Blake and Mouton, they talk in terms of concern for PEOPLE, and concern for TASK. If we take these two concerns and expand the words PEOPLE and TASK, we get two distinct lists of the characteristics of a person:

PEOPLE	TASK
relationship	activity
humanism	objectivity
emotionalism	work
caring	busy
trust	doing
self esteem	production
interpersonal	accomplishment
friendship	perform
realism	accountable
living	results
warmth	coolness
empathy	go-go-go

All of us are a bit of both lists, but each of us has a tendency, a leaning toward one of the lists or the other, IN THE WAY WE BEHAVE TOWARDS OTHERS. I am a task person, so much so I had next to no people behaviour in me. I can remember reading on interpersonal skills and humanism and envying those of us who have those qualities. I can remember deciding I could call myself a humanist WHEN I knew I ALWAYS had QUALITY time for people. That was my goal. I'm still working to make it, though I am now less uncomfortable with the concept of "humanism". All of us fall by nature on one side of the list or the other. Which side do you fall on, as most of us are unbalanced on these two contrasting dimensions? Can you "turn on" and be either side as required? The capability of utilizing the full set of skills on either side is the mark of what I consider a fully rounded human being, which most of us think we are. Don't deceive yourself, in choosing which you are, as both have their pros and cons.

You probably feel the people side is the better side to be on. It isn't necessarily. I have two friends, both are highly oriented in their concern for people dimension. Both have run into problems of being to humanistic, too much emotionalism, being drained by people, being run over by task oriented people. While one of my task oriented friends has problems of running over people, people becoming emotionally unproductive, personally working too hard, too long and too much, being planned fully, never being spontaneous. And so it goes. But how does this tie to HELPING CHANGE PEOPLE . .

Well, it ties directly and very basically to helping. Remember, you help from where the person is at. You help based on their needs. You help from their perspective not yours. So to help a people oriented person - you must come from the people side orientation, and visa versa. If you try to deal/help/work with a task oriented person and you are people/emotionally oriented you can't be easily helpful because you're coming from where they are NOT. You're coming at it backwards for them. To help you must come at a person from the side they are on. You must be people oriented with PEOPLE people and task oriented with TASK people.

So there we are use the four points above:

* be sure the person/learner has the need
* recognize and relate to the person's/learner's need
* use the right part of your skills bank
* be in the right place at the right time
* have quality time available for people

and now add:

* be task oriented with task people and people oriented with people people

and you will be on your way to HELPING CHANGE PEOPLE EASILY.

Having gotten this far into this article a PARTIAL close is possible. It goes like this:

> To be of the greatest help one has to be in the right place at the right time and sense the specific need of the other person perfectly. Helping a person change easily is very much WHAT we do, WHEN we do it, and HOW we do it. It is not being the teacher-trainer-person we think we need to be to help a person change. It is strongly and totally relationship bound, to the situation we empathically find the other person is in.

There are two other items that need to be dealt with if one has decided to use the concept developed in this article. The two concepts are: (1) the effect on us of using this approach in our task oriented world, and (2) the problem of internalizing the other person's position to the point it affects you adversely.

As you are aware life, home and especially jobs EXPECT us to be task oriented. Everything in our culture seems to revolve around DOING tasks. When one does not accomplish any tasks one's in trouble. Let's go back to the example of the busy, high energy day - and expand it a bit:

> It is not a normal (work)day.
> It's one of those days when you're busy.
> You're energy is high. You've set out a major set of tasks to be done and you fortunately find you're body in a state where all you're systems are in perfect running order. You really get into getting things in you're set of tasks done. WHEN, zingo, THE FIRST OF TWO QUALITY PEOPLE SITUATIONS DEVELOP WHICH COST YOU THREE HOURS EACH - SIX HOURS GONE.

In thinking about this type of thing happening one could feel nothing would be accomplished in this kind of a day. Correctly so, IF, you are operating and evaluating life, home and job via the task dimension. BUT . . .

IF you permit yourself to evaluate the day also on the people dimension, you can get a new, and deeper sense of accomplishment. IF you have given the other party QUALITY TIME on THEIR issue, you will have received a big boost. Sure you "won't have done what you set out to do". The quote marks around most of the last sentence identify he area where the statement is mostly false. You will have accomplished MORE, if you've dealt with people effectively. How more? Well, because in any day's list of tasks, at the top of it as the number one task to do should be the open task of relating to people effectively. There is never anyone in this number one task. It is never filled in at the beginning of a day. It must remain open, to allow you to exercise it when needed, and only when needed. It also needs to be in the number one spot on your list of things to do, otherwise the TASK dimension will override the PEOPLE dimension. (I personally,

because of some exposure to the computer field, start my daily list with the zero position which has this people slot in it at all times. Using this trick, my written list starts with one, which satisfies the task oriented world around me.)

The importance one has established for the people dimension allows one to have that real sense of accomplishment, even though other tasks of the day are incomplete. To complete these incomplete tasks, which the world mostly measures us on, now becomes the challenge. The "exhilaration" from these successful people encounters, usually helps me have a high energy level when I get back to the tasks I'm "supposed" to be doing. Hence I accomplish more in less time because of the high energy, exhilaration level I come at them with. This still means though, that many high priority tasks go incomplete. These MUST tasks still have to be done. It means one has to adjust the people dimension periodically/regularly, so you can also be effective in the task dimension. This I have discovered is done in the following way by almost everyone who I have seen, who is operating effectively in both dimensions - they establish NON-PEOPLE days. They do this by picking up their MUST tasks and go and hide in some corner of their world where no one has access to them. Some feel guilty in doing this because they may be needed. They overcome this by having some key support staff person or friend in the office or their world who knows where they are and can literally screen ALL issues that come up. This person can and does effectively pick the appropriate event(s) to "find" their hidden confederate. Those who still feel guilty in hiding this way, have one of two issues they haven't dealt completely. Their people orientation level is so high they need to deal with it to balance it better with their task dimension, OR, they have yet to build and develop their key support person to the point they can truly trust them.

Internalizing the other person's problem or issue is the other part I feel a need to speak to, because many of us can get affected in negative ways by being really effective in our people orientation. To illustrate this in a sort of ridiculous way consider this: you might in dealing with a neurotic person, so effectively begin to understand their neuroticism that it will cause you to also be neurotic. Not possible you say. Well good, but some people worry about this happening to them. AND IT CAN in less extreme situations, for example:

> A good friend of yours disclosed their need for a loan. They haven't paid off the last two you gave them. This one is to help tide them over the next month. In exploring the need with them, giving them QUALITY TIME, you discover the person is seriously mismanaging their personal finances. In trying to help change your friend you realize they aren't interested or expressing any concern over the problem, i.e., to try and help them will be NOT easy. They don't recognize or want to deal with the issue. You refuse to loan them the money. You part, still friends.

Now try not to continue to internalize the problem of your friend. Try not to feel guilty. Try not to work on possible ways to help them explore, talk about, realize THEIR problem. It is close to impossible to do. It is impossible to do for highly people oriented individuals. Highly task oriented people can and often do escape this internalizing because they never got at or discovered the personal financial problem. If they did, they do manage not to internalize the issue because they . . . I wish I could list a number of things they do to eliminate personally internalizing the problem, but I can't because it is in their make up to be less people oriented, so they can shrug off the issue. The one thing you can do to reduce this personalization is to recognize whose problem this is. IT IS ALWAYS THEIRS. It is not yours. You choose to make it yours. If you choose to make it yours then DO SOMETHING ABOUT IT. If you don't want to do something about it or realize you CAN'T do anything about it then talk to yourself. Get out a sheet of paper. Write the facts down. Write the list of things you could do. Write the reasons why you don't want to do what's bugging you. In other words, use good decision making skills and DECIDE ONCE AND FOR ALL. If the problem still bothers you remember William Oncken's monkey. Picture the problem as a monkey. Ask yourself who owns the monkey. You or the other person. Obviously, they own it. Then recognize, you've let the monkey come to reside on your back. When you see the monkey on YOUR back, mentally take it off and put it back on the back of the person to whom it belongs. You wouldn't keep their dog, so why should you keep their monkey, which is probably more repugnant to you than their dog.

Still got the problem? I sometimes still do, even after returning the monkey to the person. There is one more thing I then do, which sometimes helps. I look at the problem again, and often realize I'm more worried, I'm working harder on it more than the person to whom the problem belongs. The result of this is I decide to only worry/work on the problem, when the other person is with me and is working on it too.

In closing, I leave it here for now. There's lots unsaid but, may you enjoy giving people QUALITY TIME and recognize as I have how it is a much more effective way to HELPING CHANGE PEOPLE than all of the techniques and things we usually do.

KEYWORDS DESCRIBING THIS ARTICLE

* hint
* computer
* disc
* shipping

Hints from Horrox -

Shipping containers for computer discs aren't always available and when they are they are expensive. Discs don't travel well without protection. You can make your own protector by cutting 2 pieces of corregated cardaboard slightly larger than the discs, one for each side of the disc. When packaging be sure to have the grain of the cardboard running in opposite directions to give added strength.

TRAINING IDEA #18

Action Objectives

by

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KEY WORDS DESCRIBING THIS ARTICLE
* measure (ment)
* objective
* writing
* action
*
*
*
*
*

An action objective is a statement of an outcome that you plan to bring about. You may achieve this outcome through your own direct action or through the action of others.

The action objective itself is important since it clarifies and specifies an outcome in advance. The very task of producting a good action objective ensures that a planned outcome is thought through. It must be considered and re-considered from a number of perspectives.

Action objectives do not usually jump quickly to mind. Producing them requires some effort on your part. But it's effort that's well worthwhile.

When you produce an action objective here are the key questions you need to ask:

1. Who is the key decision-maker?

2. What action do I want the key decision-maker to take?

3. What time element is involved?

4. How will I know when the key decision-maker has taken the desired action?

5. Are there additional people I need to consider?

6. What special considerations must be taken into account?

7. By what method or methods can I best achieve the planned outcome?

Once you have considered these questions carefully, you can write out your action objective. The writing out of an action objective helps the process of careful consideration that is so important for this type of objective. It also provides you with a useful reference that can help you while you design the strategy needed to ensure that the outcome you want is achieved.

The strategy you use to achieve the outcome may involve the use of speech, writing, computer display, film, videotape, audiotape, slides, mechanical display, or a combination of these. In effect, an action objective may turn out to be a speech objective, a writing objective, a computer display objective, and so on. In its fullest sense an action objective is really a communication objective.

Most of the time your communications will be with others. But sometimes you want o communicate with yourself. This "intrapersonal" form of communication can be assisted effectively through the use of action objectives.

Here are some statements that could constitute good aaction objectives:

1. The manager, Mr Lidegate, will purchase the model A3EZ photocopier by March 31 1985.

2. The new hiring policy, as outlined in corporate directive 56, dated May 13, 1984, will take effect in all divisions and departments of Clearhaven Enterprises as of April 10, 1984.

3. No employee of Gold Discovery Associates will purchase any supplies whatever from Best Bet Enterprises after September 5, 1983.

4. The investigation of the July 15, 1983, accident at the Fern Green Plant involving a major dynamite explosion will be completed in all respects by February 16,1984. This will include the sbmission of a written report to the Board of Directors of Clearhaven Enterprises.

5. Production of the "Flashwin III" computer will commence on August 4, 1984, at a production rate of 165 units per day.

6. The vacation schedule for all staff in the audit department will be completed and posted by May 5, 1984.

Notice that not all action objectives need be about highly important matters. They can be tailored to planned outcomes that are simple, routine, or recurring, as well as those that are complex, urgent, or unique. The main thing is that they be as clear and unambiguous as possible. In effect, they should provide accurately-described targets for action.

Action objectives may also be arranged in hierarchies, with larger objectives containing one or more objectives that are, in effect, subsidiary objectives.

The use of well-designed action objectives will not guarantee the achievement of the outcomes sought. But it will go far towards increasing the chances that those outcomes will occur. They provide the core of sound planning in any situation.

While good action objectives cannot guarantee the achievement of desired outcomes, poor or non-existent action objectives certainly increase the chances of failure.

The care and effort given to producing good action objectives are well rewarded over the longer term. Adequate care and effort will reward you with many successful outcomes. And this success will be self-reinforcing.

Get into the habit of designing and working with good action objectives for all your communication activities. You'll find it a habit well worth acquiring.

oooOOOooo

TRAINING IDEA #19

Courseware design process

by Art Horrox
204-237-3840

KEYWORDS DESCRIBING THIS ARTICLE

* CAI
* courseware
* design
* process
* lesson plan
* estimate
* time
* quiz
*
*
*

OBJECTIVE:
==========

You will be able to list without error, the ten steps to courseware development as outlined by Horrox and give a brief written description (one line) of each step.

You may use the lesson materials if you wish.

COURSEWARE DESIGN PROCESS

Fortunately, or unfortunately, depending on how you look at it, courses don't write themselves. Everyone that develops training materials has some plan or method that ends up in a course being written. In some cases the process is highly structured and a lot of documentation is kept on each of the steps. In other cases there is an unwritten mental process and little or no documentation is kept. I don't think any two designers use exactly the same process, but almost all good designers do follow some type of systematic development process. The process I will be describing isn't the only way to write CAI. It is the way I have found to be effective.

Figure 1, shows the systematic design process I will be describing in some detail in this series of lessons. This lesson will serve as an overview of the design process plus provide you with a basic outline of what will be contained in each of the lessons on courseware design that follow.

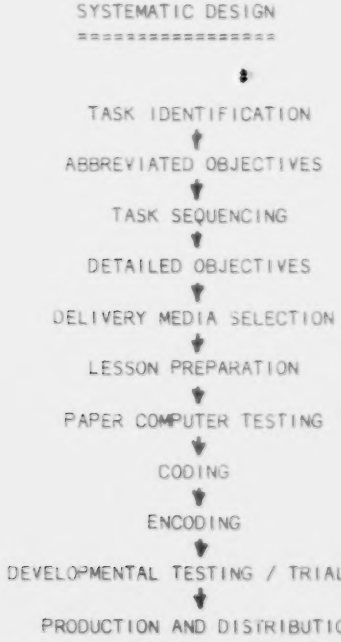

Figure 1

TASK IDENTIFICATION

It is imperative to know the tasks that make up a function. The task listing is the heart of a training program, since the tasks that make up a job are the "things" we have to teach. All of the other steps in the design process manipulate, clarify, test or explain how to do the tasks.

This is the only step in the design process that is dealt with somewhat differently in the educational and the industrial training environments. Here's the major differences:

EDUCATIONAL

Few teachers are given detailed task listings for the courses they are expected to teach. Normally the curriculum guidelines identify the major task areas students are to master. The smaller tasks that make up a complex task (skill) are normally left up to the individual teacher.

The lesson on task identification will describe how to go about identification of subordinate tasks using a curriculum guideline.

INDUSTRIAL

Unlike the field of education the industrial environment is a bit more nebulous when it comes to the subject of task identification. Unfortunately, most job descriptions don't list all of the tasks that comprise a job. Other methods must be used to identify the major and minor tasks.

The lesson on task analysis will demonstrate two methods of obtaining task detailing.

ABBREVIATED OBJECTIVES

I have split the writing of objectives into two steps 1. abbreviated objectives and 2. detailed objectives. In the initial step (abbreviated objectives) you will try to clarify and simplify the tasks. The clarification is done to add a

level of measureability to the task. We want to be sure the task can be seen and measured. Tasks that have normally non-observable components like mental skills (cognitive) and attitudes (affective) have to be made observable. The abbreviated objective is a task that is made observable with some thought as to a standard or acceptable level of performance. The time consuming job of writing detailed, measurable objectives will be done later. For now you will only have to perform a kind of initial screening.

In the lesson on abbreviated objectives I will show you how to take a task list and develop the abbreviated objectives for each task.

TASK SEQUENCING
==========

Once you have decided on what tasks have to be taught you will have to look for overlaps, prerequisite and interrelationships between them. The tasks in the form of abbreviated objectives are juggled, sequenced and refined. In many cases omissions, ambiguity and overlaps are clearly identified during the sequencing process.

In the lesson I will demonstrate how to sequence the abbreviated objective list developed in the previous lesson.

DETAILED OBJECTIVES
==========

You have already briefly seen the first part of writing objectives, abbreviated objectives. The second step deals with flushing out the objectives by adding criterion measures and outlining resources and limitations to performing the objectives. The reason we perform the objective writing in two parts simply is to save time. If you write detailed objectives before you do the sequencing you usually end up doing a lot of rewriting due to additions, deletions and changes caused by the sequencing. When you have to spend as much time writing quality detailed objectives you tend not to want to rework or even remove them. This inflexibility can reduce the quality of your course.

The lesson on objectives will briefly describe how to write realistic objectives and tests that match the real life requirement for performance.

CODING
======

Coding is the process of translating the course materials into a format that is compatible with the input for the computer. The coding isn't the actual inputting into the computer. It is writing the computer compatible code so the computer knows how to translate into a format it can work with. For example, to check a students response you could code a line:

M: FEMALE

The M tells the computer to match the students answer with the word FEMALE. Other instructions tell the computer what to do next.

No matter what computer equipment (hardware) or languages (software) you will be using it will be critical to have a paper listing of the course materials and the code. Some prefer to get a printout of the program from the computer after the code has been entered. I would rather code my material on paper first then encode later. I find this process uncovers errors and allows for some flexibility in design.

In the lesson on coding I will examine the possibility of a universal coding structure. I will also demonstrate how to code part of our sample lesson for delivery using the most commonly used CAI language called PILOT.

ENCODING
========

This is the step all too many people writing CAI start at. This is the first time you actually should sit down in front of the computer terminal and enter lesson materials. So far you have analyzed what is to be taught, clarified it, sequenced it, added detail, written the lesson and tested it.

The lesson on encoding will discuss how to organize your material for input and how to be sure what you enter into the computer is what should be there.

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DEVELOPMENTAL TESTING / TRIAL RUN

This step is similar in many ways to the paper computer testing discussed a few steps back. The main addition is the delivery media. The computer component is being tested in addition to taking another shot at testing the lesson component. Once again the testing is done at two levels. Initially the instructional designer looks for delivery, branching and content discrepancies. Next a group of sample students go over the material checking the same items as the designers did. Then the students have to be checked for transfer of learning (did they learn what was being taught).

The lesson will show how to perform a developmental test and how to interpret the results.

PRODUCTION AND DISTRIBUTION

When the design and testing is finished you have to get the materials out to the students for use. You will have to keep track of design documentation, master discs and location of student copies.

This lesson on production and distribution will have some hints and how-to's.

DESIGN TIME CONSIDERATIONS

A question that is often asked about the development of CAI is "how long does it take to write". Depending who you talk to you could get answers ranging from six to six hundred hours of design time for each hour the student spends in front of the computer taking lesson materials. The six hour figure management and school administrators love. The six hundred hours seems to be more acceptable to many training professionals and educators. I personally think the answer is filled with a big "it depends". What do I mean? Well, it depends if it is the first course you have ever developed and your first try on a computer you surely won't pull off a six to one design ratio.

Figure 2 shows typical design times. It is interesting to note the numbers fall into the norm for design time for

almost any media. Good training takes time to write no matter if you do or don't use a computer. Yes, if you presently spend ten hours per hour to write original material you probably can continue to do the same with CAI. I suppose you can use the corollary of the above quote to say "bad training doesn't take long to slap together". Oops! My opinion is showing again.

The second most asked question by new designers is "How much of the total time should I spend on each step?" Probably more accurately put "What! You expect me to spend that much time before I start real writing" Once again the numbers have a large component of the evasive "it depends". It depends on:

* complexity of the subject matter
* the amount of time available
* the amount of money available
* the experience of the designer(s)
* availability of support resources
* availability of subject matter experts

IF	AND	IT WILL TAKE THIS LONG TO DESIGN FOR EACH HOUR OF INSTRUCTION
New Material-		
You are new to training	New to CAI	600:1
You are new to training	Computer Experience	500-600:1
You are an Experienced Designer	New to CAI	400-500:1 first time
New Material - Highly technical		
You are an Experienced Designer	Experienced CAI writer	100-200:1
Revisions - Highly technical		
You are an Experienced Designer	Experienced CAI writer	5-10:1

Figure 2

Want a ball park estimate of time distribution a-la-Horrox? Roughly guessing and rounding off to the nearest 5% you might expect to spend

This percentage of the total design time	On this Step
10%	Task Identification
10%	Abbreviated Objectives
10%	Task Sequencing
10%	Detailed Objectives
5%	Delivery Media Selection
20%	Lesson Preparation
10%	Paper Computer Testing
10%	Coding
5%	Encoding
5%	Developmental Testing
	Trial Run
5%	Production and Distribution

TEST:
=====

List the 10 steps to courseware development as outlined by Horrox and give a one line description of each step. You may use the lesson materials if you wish.
Your work must be error free.

IMPORTANT NOTE:
==========

The additional quiz / discussion questions in this and future lessons have been supplied as supplemental student stimulation. The intent is NOT to use the questions as an end of lesson test. Often the answers to the questions do not appear in the lesson. Using these questions as an end of lesson test violates my primary rule of course development ... Teach what you test - test what you teach. Some of the questions don't have right or wrong answers.

ADDITIONAL QUIZ / DISCUSSION QUESTIONS

1. What happens if you incorrectly select tasks to be taught?

2. Which step is least important? Most important? Why?

3. What happens if any step is not at least addressed?

4. Is it important to have selected (or purchased) a computer and CAI language before you start the courseware development process?

5. Why test the modules then test again after development?

6. Can the development process be done as a team effort or should it be done as an individual designer?

7. Is it possible to do all the steps prior to encoding in your head without committing any step to paper first?

8. What kind of skill would you have to have to perform each of the design steps?

ADDITIONAL READING

Criterion-Referenced Instruction:
Analysis, Design, and Implementation
Mager Associates

TRAINING IDEA #20

Point of view

by Art Horrox
204-237-3810

KEYWORDS DESCRIBING THIS ARTICLE

* view
* student
* communicate
* optical
* illusion
* instructor
* train(ing)
*
*

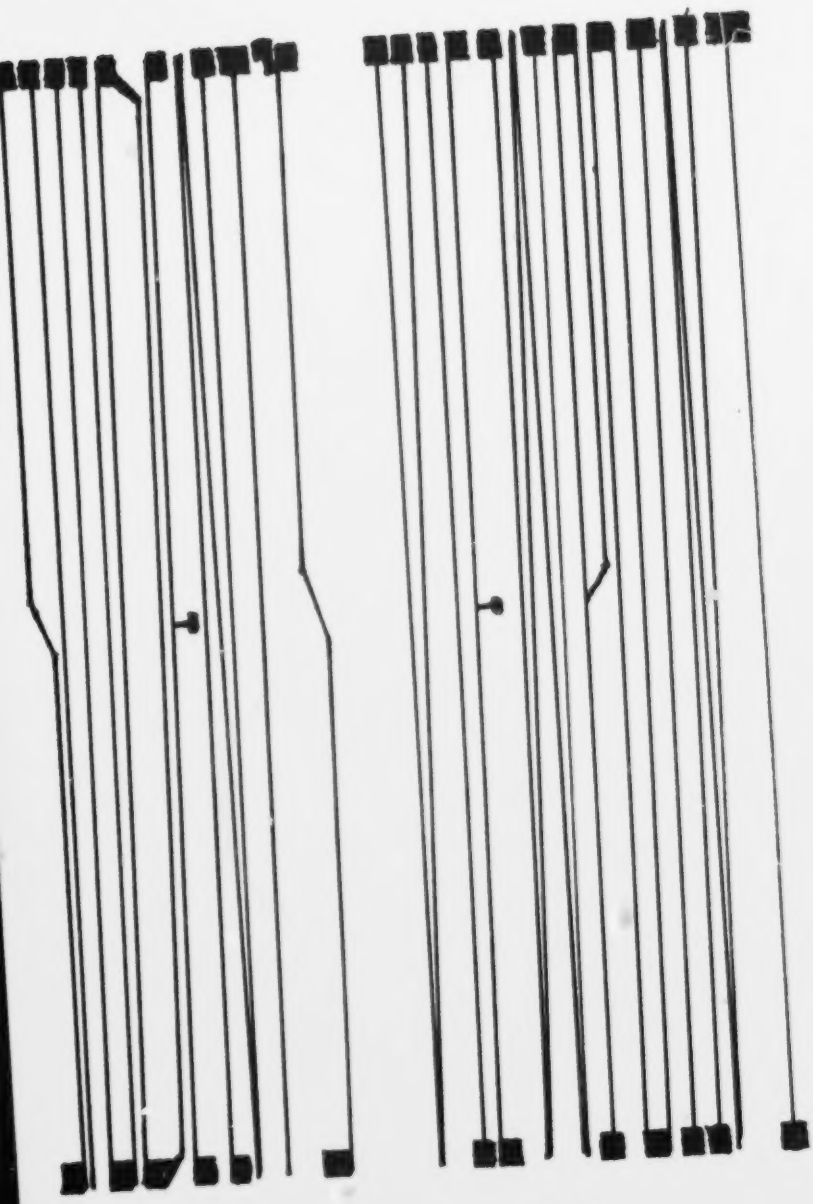
LOOK AT THE FIGURE ON THE NEXT PAGE

QUICKLY, WHAT DO YOU SEE?

Be careful. When you are looking straight down on the page you will see a scramble of lines. It won't make any sense. What would happen if you changed your point of view?

Take another look at the figure, but this time tilt the bottom of the page towards your face then look across the figure from bottom to top. You have changed your point of view. What do you see? There are two words Student's Viewpoint. See them?

Use this simple visual to illustrate to your instructional design students that you must always design materials from the student's viewpoint. If you fail to to this the student might not learn and most often will not enjoy the training. Target population descriptions are not nice to have, they are essential in getting the student's point of view.



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TI#'s 44 - 48

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46	GUIDELINES FOR PERCEIVING OTHERS FROM THEIR PERSPECTIVE by Patrick Suessmuth	28	1
47	CAI - ABBREVIATED OBJECTIVES by Art Horrox 204-237-3840	30	6
48	WEIGHTY BOOKS FOR TRAINERS by Patrick Suessmuth Bill Cumberland 416-278-7687	37	14
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* Read time based on a reading speed of 200 words per minute.

TRAINING IDEA # 44

A learning styles inventory

by Patrick Suessmuth
R.R. #2, Hillsburgh
Ontario, N0B 1Z0
519-833-2058 (Home)
416-531-5594 (Answering Service)

KEY WORDS DESCRIBING THIS ARTICLE

* learn
* style
* inventory
* questionnaire
* handout(s)
* lesson
* plan
*
*
*

INTRODUCTION

For about seven years I have personally been looking for a learning styles inventory questionnaire I could use in instructing adults. I have found a number of them but they were either: (1) far too theoretical to be grasped readily, or (2) meaningless to most people once they had the data because they measured things one had little control over as a learner, or (3) were locked up by their copyright and unusable without undue expense. Finally I have found one which I have used as the basis for this article. In the

material which follows, I have: (1) adapted it slightly in some places, (2) in other places I have changed it significantly, and (3) in still other places I have built totally new material to support what I found.

THEORETICAL INTRODUCTION

People see and make sense of the world in different ways. They give their attention to different aspects of the environment; they approach problems with different methods for solution; they construct relationships in distinctive patterns; they process information in different but personally consistent ways...Style has a broad influence on many aspects of personality and behaviour, perception, memory, problem solving, interests and even social behaviours and self-concepts. (Cross, P. ACCENT ON LEARNING. San Francisco, CA: Jossey-Bass. 1976. 115-116pp.)

A lot has been written on matching learning styles with instructing methods. Some writers/researchers recommend learning styles be identified so instructional activities (or instructing styles) may be matched to each individual's strength. Others do not support this strategy. Kolb has been cited as saying, "I feel there are great dangers in the misuse of learning style concepts. Specifically, we must avoid turning these ideas into stereotypes used to pigeonhole individuals. Furthermore, we should not deny students the opportunity to develop themselves fully by only exposing them to educational environments that match their strengths." (Dunn, R., and DeBello, T. LEARNING STYLE RESEARCHERS DEFINE DIFFERENCES DIFFERENTLY. Educational Leadership, Feb., 1981:372-380.

This position is supported by Schmeck and Associates who suggest context influences style and individuals change their strategies in response to contextual demands. Schmeck stated it like this: "Perhaps the most important style is the metacognitive activity involved in selecting the appropriate strategy for a particular context. I believe that we can facilitate the development of this higher level skill by periodically exposing students to contextual demands that do not precisely match their style. This must, of course, be done cautiously in order to avoid instilling in the student a feeling of incompetence. However, if we roughly match our instructional technique to the student's style while simultaneously providing experiences in strategies that are

outside that style, we may prompt the development of flexibility. This may be a greater service than always structuring the context to match the student's preferred style. (Schmeck, R., Ribich, F., and Ramanaiah, N. DEVELOPMENT OF A SELF-REPORT INVENTORY FOR ASSESSING INDIVIDUAL DIFFERENCES IN LEARNING PROCESSES. Applied Psychology Measurement, 1(1977):413-431.

Cross, cited earlier, discusses the problem research psychologists may have with a simplistic matching schema, questioning the following assumptions: (1) that such a strategy is desirable in terms of student development, (2) that student styles remain constant, and (3) that institutions have infinitely flexible resources. Types of matches suggested by Cross include:

* CHALLENGE MATCH - a conflict setting in which students are encouraged to develop flexibility and strengthen areas of weakness

* REMEDIAL MATCH - an uncongenial setting in which students are encouraged to strengthen areas of weakness through remedial instruction

* COMPENSATORY MATCH - a setting that allows students to compensate for deficiencies in a skill area by using other, more adequately developed skills

* CAPITALIZATION MATCH - a setting designed to capitalize on unique strengths.

The identification of learning styles is apparently a means to the end of matching students to instructional strategies or teaching styles, but not in a simplistic capitalization framework.

There is little doubt experienced, effective instructors are intuitively using assessment and matching strategies with some success. Through careful observation they note what works and what does not work with each student. It has been suggested such trial-and-error analysis takes time. "All instructors worth their salt have been mapping their students for years, consciously or subconsciously. But this takes six to nine months, and by the time the students' strengths are determined, it may be too late." (Ihlenfeldt, W.A. USING COGNITIVE MAPPING TO CAPITALIZE ON LEARNING STRENGTHS. Training and Development Journal, May, 1981:99-104.)

The application of treatments through learning styles theory reduces the guesswork involved in this process and heightens students' awareness of their strengths and weaknesses. It also places the expertise of the experienced instructor in the hands of the novice.

Intuitive assessment and matching leaves too great a margin for error. Concern about the ad hoc diagnosis of student learning styles has been expressed as follows, "The teacher forms an impression of the pupil from the cues, usually without an explicit chain of reasoning. S/He proceeds on the basis of impression to alter the instruction; the adaptation, too, is intuitive, without any explicit theory. No doubt the decisions tend to be beneficial, but there is reason to think that intuitive adaptations of this kind will be inefficient and occasionally may be harmful. When we encourage a teacher to adapt in this way to individual differences, we are asking her/him to function as a clinician. Clinical procedures are advantageous under certain circumstances. The reading specialist or speech specialist is a clinician who selects from a wide repertoire of instructional methods. But to guide her/his adaptations, s/he has been taught an explicit theory of careful observation. Whereas theories are not available for most school matter, it is very likely that teachers over differentiate modifying treatments. Too much produces a worse result than treating everyone alike. (Cronback, L.J. HOW CAN INSTRUCTION BE ADAPTED TO INDIVIDUAL DIFFERENCES? In LEARNING AND INDIVIDUAL DIFFERENCES. Columbus, OH: Charles C. Merrill. 1967. 29pp.)

This suggests intuitive diagnosis and prescription may fail to facilitate the development of flexibility and the skills students need in order to select appropriate strategies for their learning.

Extracted and adapted slightly from: Knaak, W.C. LEARNING STYLES: APPLICATIONS IN VOCATIONAL EDUCATION. INFORMATION SERIES NO. 254. Found in ERIC document number ED 229 573.

Handout One - LEARNING STYLES INVENTORY

OBJECTIVE:

To identify YOUR learning style by giving you a chance to answer a series of statements based on your general reaction to them. Once this is done you will have a chance to analyse your answers to learn more about how you learn.

DIRECTIONS:

Read each statement carefully and decide which number from nine down to one represents how you feel about the statement. Circle the number which you feel best suits you, i.e., if the statement is most like you, circle the "9"; through to least like you, in which case you would circle the "1". On the rare occasion when you find the statement to be neither like you nor unlike you, circle the five. Answer each of the 45 statements which follow, using whatever time you feel you need.

Most Like Me				Least Like Me	
9	7	5	3	1	1. When I make things while I am learning, I remember what I am learning better.
9	7	5	3	1	2. Written assignments are easy for me.
9	7	5	3	1	3. I learn better if someone reads something to me than if I read silently to myself.
9	7	5	3	1	4. I get more done when I work alone.

Most Like Me				Least Like Me	
9	7	5	3	1	5. I remember what I have read better than what I've heard.
9	7	5	3	1	6. When I answer questions, I can say the answer better than I can write it.
9	7	5	3	1	7. When I do math problems in my head, I say the numbers to myself.
9	7	5	3	1	8. If I need help in learning something, I am likely to ask one or more of my fellow learners or someone else for help.
9	7	5	3	1	9. I understand a math problem that is written better than one I hear.
9	7	5	3	1	10. I don't mind doing written assignments.
9	7	5	3	1	11. I find it harder to learn from printed materials than when I am told something.
9	7	5	3	1	12. I like to work by myself.
9	7	5	3	1	13. I would rather read a story than listen to it.
9	7	5	3	1	14. I would rather show and explain how a thing works than write about how it works.
9	7	5	3	1	15. Saying something over and over to remember it works better for me than writing it over and over.
9	7	5	3	1	16. I like to work in a group because I learn from the others.

Most Like Me				Least Like Me	
9	7	5	3	1	17. When the instructor says a number, I really don't understand it until I see it written down.
9	7	5	3	1	18. Writing an item a number of times helps me learn it better.
9	7	5	3	1	19. I find it easier to remember what I have heard than what I have read.
9	7	5	3	1	20. I learn best when I study alone.
9	7	5	3	1	21. When I have a choice between listening or reading, I usually read.
9	7	5	3	1	22. I feel like I talk smarter than I write.
9	7	5	3	1	23. When I'm told the pages to refer to, I can remember them without writing them down.
9	7	5	3	1	24. I get more work done when I work with one or more other people.
9	7	5	3	1	25. Written math problems are easier for me to solve than spoken ones.
9	7	5	3	1	26. I like to do things with my hands, like simple repairs or manipulating things.
9	7	5	3	1	27. The things I write on paper sound better when I say them.
9	7	5	3	1	28. I learn/study best when there is no one around to talk or listen to.
9	7	5	3	1	29. I do well in learning situations where most of the information has to be read.

Most Like Me				Least Like Me	
9	7	5	3	1	30. If learning assignments or homework were oral, I would find it easier to do.
9	7	5	3	1	31. When I have a written math problem to do, I say it to myself to understand it better.
9	7	5	3	1	32. I can learn more about a subject if I am with a small group of learners.
9	7	5	3	1	33. Seeing a number makes more sense to me than hearing a number.
9	7	5	3	1	34. I like to make things with my hands.
9	7	5	3	1	35. I like tests that ask me to complete a sentence or write down the answer.
9	7	5	3	1	36. I understand more from a group discussion than from reading about a subject.
9	7	5	3	1	37. I learn better by reading than by listening.
9	7	5	3	1	38. I would rather tell a story than write it.
9	7	5	3	1	39. It makes it easier to work out a math problem when I say the numbers to myself.
9	7	5	3	1	40. I like to study with other people.

Most Like Me				Least Like Me	
9	7	5	3	1	41. It is easier for me to understand the price of something when it is written down rather than told to me.
9	7	5	3	1	42. I understand what I have read better when I am involved in making something.
9	7	5	3	1	43. The things I write down on paper sound better than when I talk about them.
9	7	5	3	1	44. I do well on tests if they are about things I hear about.
9	7	5	3	1	45. I think better when I work alone than when I work with someone else.

==========

Adapted slightly from: Knaak, W.C. LEARNING STYLES: APPLICATIONS IN VOCATIONAL EDUCATION. INFORMATION SERIES NO. 254. Found in ERIC document number ED 229 573.

Handout Two - DESCRIPTION OF LEARNING STYLE PREFERENCES

The LEARNING STYLES INVENTORY investigates three main areas involved in most learning projects. These three areas are:

A) PERSONAL LEARNING STYLE - this area is concerned with how you prefer to gather and learn information based on your own personal inclinations

B) SOCIAL LEARNING STYLE - this area is concerned with differentiating whether you like to learn individually, i.e., alone by yourself, or in groups with one or more other individuals

C) REPORTING LEARNING STYLE - this area is concerned with how you best report, express or share what you have learned with others

Each of the three main areas of learning style is subdivided into two or more learning style preferences. These learning style preferences are outlined below under their main area.

PERSONAL LEARNING STYLES PREFERENCES

A) VISUAL LANGUAGE - people who demonstrate this preference, learn best by seeing words in books, on the blackboard, in handouts, on visuals or flipchart pads, in manuals, in workbooks, etc. They tend to write down words they hear in order to learn by seeing them on paper. They remember best, and use, information best that they read.

B) VISUAL NUMERICAL - people who demonstrate this preference learn best by seeing numbers in order to work with them. They tend to remember and understand math facts if they have seen them. They don't seem to need much oral explanation.

C) AUDITORY LANGUAGE - people who demonstrate this preference, learn best by hearing words spoken. They may vocalize or recite to themselves as they read, particularly when attempting to learn and understand new material. They learn, understand and remember facts they have learned by hearing.

D) AUDITORY NUMERICAL - people who demonstrate this preference, learn best from hearing numbers and explanations. They may remember phone numbers, prices, car licenses, etc., with ease, simply by hearing them. They are successful with oral numbers, games and puzzles. They may do just about as well learning something without a manual, book, or printed reference as with one, because written materials are not important to them. They probably resolve problems in their heads. They may say numbers to themselves as they read problems.

E) AUDITORY-VISUAL-KINESTHETIC COMBINATION - people who demonstrate this preference learn best through experience. They need a combination of stimuli. The manipulation of material along with the accompanying sight and sounds (words and numbers seen or spoken) make a big difference to their learning. They may not seem to be able to understand assignments, or to be able to keep their minds on their work unless they are totally involved, which includes the physical-manipulative (kinesthetic) part of themselves too. They attempt to or actually do handle, touch and work with what they are learning.

SOCIAL LEARNING STYLES PREFERENCES

A) INDIVIDUAL LEARNER - people who demonstrate this preference, learn best and get more work done when they learn and work by themselves. They think best, and remember more when they learn alone. They care more for their own opinions than for the ideas of others. Thinking, learning, remembering are considered solitary experiences.

B) GROUP LEARNER - people who demonstrate this preference, learn best with at least one other person present. They do not get much done studying alone. They value others' opinions and preferences. Group interaction increases their learning and later recognition of facts. Socializing is important to them.

REPORTING LEARNING STYLES PREFERENCES

A) ORAL LEARNING REPORTS - people who demonstrate this preference, can easily tell what they know. They talk fluently and comfortably and seem to be able to say what they mean. They probably know more than their written reports/tests show. They are not shy about giving reports or talking to other people. Organizing and putting thoughts on paper, however, may be difficult for these types of people.

B) WRITTEN LEARNING REPORTS - people who demonstrate this preference write reports, technical documents, and answers to questions easily. They are uncomfortable giving answers orally. Their thoughts are better organized when written than when given orally.

Adapted slightly from: Knaak, W.C. LEARNING STYLES: APPLICATIONS IN VOCATIONAL EDUCATION. INFORMATION SERIES NO. 254. Found in ERIC document number ED 229 573.

NOTE OF INTEREST (FOR INSTRUCTORS ONLY)

The style of learning you prefer is probably the same as the way you instruct and design programs. We all have a tendency to feel and think everyone will learn best if we use our most comfortable instructing style. This will be true ONLY when your style exactly matches the style of everyone in your classroom. The only way of truly matching the learning style preferences of all the learners in your classroom will be to have a group of lessons all teaching the same thing but using different learning methodologies, and letting the learners pick and choose the particular lesson that best fits their personal learning preference. Short of having this somewhat large collection of lessons, the best way out of this styles dilemma, is to instruct and design your lessons to best match the learning preferences of the majority of your learners. I wish you luck in doing this.

Handout Three - LEARNING STYLES INVENTORY SCORING SHEET

DIRECTIONS:

a) Transfer the specific number you circled for each statement in the Inventory to the line beside the same statement number below.
b) Once all blank lines have a number on them, total these numbers for each of the nine style preferences.
c) Then using Handout Two: DESCRIPTION OF LEARNING STYLES PREFERENCES, in conjunction with your totals, work out an initial understanding of the meaning of your scores in terms of how you learn best.

1. VISUAL LANGUAGE

5 ___
13 ___
21 ___
29 ___
37 ___

Total ___

2. VISUAL NUMERICAL

9 ___
17 ___
25 ___
33 ___
41 ___

Total ___

3. AUDITORY LANGUAGE

3 ___
11 ___
19 ___
36 ___
44 ___

Total ___

4. AUDITORY NUMERICAL

7 ___
15 ___
23 ___
31 ___
39 ___

Total ___

5. AUDITORY-VISUAL-KINESTHETIC COMBINATION

1 ___
18 ___
26 ___
34 ___
42 ___

Total ___

SCORING CONTINUED ON NEXT PAGE ---------->

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SOCIAL LEARNING STYLE'S PREFERENCE(S)

6. INDIVIDUAL LEARNER

4	___
12	___
20	___
28	___
45	___
Total	___

7. GROUP LEARNER

8	___
16	___
24	___
32	___
40	___
Total	___

REPORTING LEARNING STYLE'S PREFERENCE(S)

8. EXPRESSIVENESS-ORAL

6	___
14	___
22	___
30	___
38	___
Total	___

9. EXPRESSIVENESS-WRITTEN

2	___
10	___
27	___
35	___
43	___
Total	___

Adapted slightly from: Knaak, W.C. LEARNING STYLES: APPLICATIONS IN VOCATIONAL EDUCATION. INFORMATION SERIES NO. 254. Found in ERIC document number ED 229 573.

A NOTE OF INTEREST - For those of you who would like to compare your learning style preferences with mine, (Patrick Suessmuth's), here are my scores as of late 1984:

1. Visual Language - - - - - - - - - 43
2. Visual Numerical - - - - - - - - - 37
3. Auditory Language - - - - - - - - 13
4. Auditory Numerical - - - - - - - - 37
5. Auditory-Visual Kinesthetic Comb.- 45
6. Individual Learner - - - - - - - 45
7. Group Learner - - - - - - - - - - 9
8. Expressiveness-Oral - - - - - - - 41
9. Expressiveness-Written - - - - - 25

Comment: I am definately strongly biased to some learning style's preferences.

Handout Four

INTERPRETING YOUR LEARNING STYLES INVENTORY SCORES

The learning styles inventory can be divided into three main styles areas:

* personal learning styles (preferences 1 to 5 on Scoring Sheet)
* social learning styles (preferences 6 & 7 on Scoring Sheet)
* reporting learning styles (preferences 8 & 9 on Scoring Sheet)

In assessing your style of learning based on this inventory you should look for your highest score in each of the three main areas. Each of the these areas gives you varying information about your personal learning styles. Using this information may prove helpful in trying to adapt learning environments to best suit your personal learning style.

You should find some score variation between various learning style preferences. The highest scoring item is obviously the dominant or major learning style preference you have for the area you are considering. If two or three other scores are close to your highest scoring preference, interpret this to mean you are comfortable using more than one particular learning pattern, and hence have greater variety in the various approaches to learning which you can use.

Scores in any of the nine preference areas can range from a high of 45, indicating a style in which you will find learning very easy when you use this style preference, to a low of 5, indicating a style in which you will have extreme difficulty learning anything.

SCORES, 36 and ABOVE

Scores in this range represent your DOMINANT learning style(s). Given a learning situation where you can use your own natural learning pattern(s), you will use this/these styles.

SCORES BETWEEN 26 AND 35
==========

Scores in this range represent your MAJOR learning style(s) preference(s), indicating learning modes you should find yourself very comfortable using in learning new things, even if they are not a "natural" style for you.

SCORES BETWEEN 16 AND 25
==========

Scores in this range represent your MINOR learning style(s) preference(s). You can learn using these minor styles, but they will be your second choice if you are given a chance to use a MAJOR preference. You can use these MINOR learning styles alone, but you are more likely use them in combination with your major preference(s).

SCORES BETWEEN 5 AND 15
==========

Scores in this range represent learning preferences of NEGLIGIBLE usefulness to you in trying to learn things. Trying to learn using style preferences in this scoring range should make learning both difficult and very uncomfortable for you personally.

Once you have determined your major style preferences, you may want to review the description of those learning style preferences on Handout 2. This should help clear up and focus your understanding on just what is involved in the main learning style preferences you have identified about yourself.

It is expected knowing more about your own personal learning style preferences will help you:

1) understand yourself better

2) organize and plan personal learning endeavours better

3) adjust learning situations where you are a participant under the direction of another person such as an instructor, superior, friend or associate.

FOOTNOTES FOR INSTRUCTORS

1. You may want to use this inventory with your own classes. Please do. You'll probably find they are intrigued by the information and it may allow you to adjust and adapt parts of your courses to the learning preferences of your learners. Certainly, if you use this with your classes you should indicate to your learners that they should use the information they have learned about themselves to adjust and adapt the course to their various learning preferences where appropriate. As the last part of this article you will find a step by step lesson plan, on the next page, which may give you some thoughts on using this inventory in your classroom.

2. In almost every case where I have used this inventory people, in scoring their responses, have had "funny" scores, i.e., scores which do not fit with the circled number pattern of their other answers in a preference area. For example, a funny score is the "3" here: 9,7,3,9,9. I have learned in looking at these funny, odd scoring items there is nothing wrong with them. They are just people's reactions to the question, though in some cases people have said they misread the question and have adjusted their scores accordingly.

3. In cases where students do this inventory FOR THEIR OWN USE ONLY, I have added the following section between the objective and the directions on the first page of Handout One:

   PLEASE NOTE

   Your answers on this inventory are for you. No one else will see them, unless you choose to share this information.

LESSON PLAN

STEP BY STEP DIRECTIONS FOR ADMINISTERING THE LEARNING STYLES INVENTORY

0. If you so choose, you can send the Inventory and related scoring materials to your learners in advance of your workshops. This will allow them to: (1) do it on their own time, and , (2) think about it. They can then bring their responses to class for you to see and use. If you do this you will obviously have to modify the steps which follow.

1. Distribute INVENTORY and ask your learners to complete it following the directions on the first page.

2. Circulate around the room to see everyone has:
   a) started successfully, following the directions
   b) put her/his name in the upper right corner.

3. Continue to circulate - make sure everyone answers EACH question.

4. When everyone has completed the Inventory (or as each person completes it), give them a copy of Handout Two, DESCRIPTION OF LEARNING STYLES PREFERENCES. Let them read it...

   and

   creating a discussion at this point about the various learning styles is an option you can use if you so desire. You can even have the room break into groups and decide which style preference each of the first 18 or so statements on the questionnaire represents. (I personally do not feel either the discussion or the group activity are necessary with this material as it is so beautifully clear in meaning.)

5. Optional Activity
   ==========
   Have each person on having read over HANDOUT TWO try and predict what they think their own main learning style preference will be in each of the three main areas.

6. Distribute the LEARNING STYLES INVENTORY SCORING SHEET, and have each person score and determine their own learning styles.

7. As people finish scoring their inventories give them some time to digest their scores before distributing Handout Four, INTERPRETING YOUR LEARNING STYLES INVENTORY SCORES. Let them read this over and be sure to give everyone time to digest this handout's content before moving on to the next step.

8. Encourage people to share answers with their neighbours and be sure to provide time for people to talk with you and everyone else in the class about what they have learned in doing this inventory. Many of the things people will want to discuss will be triggered by the contents of Handout Four. You shouldn't need any questions to start this discussion, but here are a few you can use if you do:

   - How did the styles you thought represented how you learn match with what the scored inventory says is your learning style preference?

   - Who scored high in the social area as a group learner? Does that mean the rest of you scored high in the individual learner category? What does the fact we have both of these types of learners in this class mean we need to bear in mind as we learn together?

   - What did you learn in doing the inventory? Does the data fit well for you personally? Who is having some second thoughts or is puzzled by some aspect in relation to this inventory?

   - What kind of learning activity does your learning preferences incdicate you can handle best?

TRAINING IDEA # 45

Tips on training

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KEY WORDS DESCRIBING THIS ARTICLE

* instruct
* technique(s)
* tip(s)
* class(room)
* equipment (use aids)
* problem(s)
* handle
* train
*
*
*

There are many things that can occur during training sessions that can lead to fortunate or unfortunate results depending on how well the instructor responds to them. A series of questions are given here. They're based on the realities of training. As far as possible, the answers are framed from a practical viewpoint and are based on sound, interactive training principles.

1. QUESTION: What objects should you always have available in your instructor's case?

   ANSWER: Writing paper, chalk, felt tip marker pen, overhead projector pen, several pencils, blank acetate sheets, a small pair of scissors, a ruler, some thumb tacks, a roll of masking tape, scotch tape, several paper clips, a small dictionary, a bottle of correction fluid, a couple of sheets of carbon paper, a small stapler with spare staples, a

pointer for the overhead projector, some sheets of facial tissue, a small sewing kit. In addition, you may wish to include some materials related to your own subject area. These are all little things, but they can really add up for your effectiveness.

2. QUESTION: Where should you place your lesson plan while instructing?

ANSWER: Place it in as inconspicuous a location as you can think of. Some good places might be on or near your flip chart or overhead projector. Sometimes you can use index cards conveniently for key points.

3. QUESTION: When and how should you give out handouts?

ANSWER: Try to give out your handouts as close to the lesson they concern as possible. Beware, however, of giving them out too soon. This might interfere with your lesson. (Media conflict). If you have a lot of handouts, you might be wise to give them all out at the start of your whole workshop.

4. QUESTION: What should you do if a learner asks you a question and you don't know the answer?

ANSWER: Above all don't try to bluff or evade the issue. Try turning the question back to the learner or to the class. Never be afraid to admit you don't know the answer. No one person can know everything.

5. QUESTION: How should you look after the logistics for your lessons?

ANSWER: Prepare detailed check lists for all your instructional requirements. Run off copies of these for use by an assistant, hotel staff or others. Be sure to do your own last minute check just before you'll start instructing.

6. QUESTION: What do you do if you've landed in the classroom and you suddenly realize you've forgotten your notes?

ANSWER: Above all don't panic. Find a quiet corner somewhere and sit down to do some planning. Relax and give yourself a chance to think. Someone else may have notes. You might be able to substitute a book or some media program. Perhaps you can have the class embark on their own projects. Usually, if you can relax yourself sufficiently, you can recall enough of your notes to put together at least a skeleton lesson plan.

7. QUESTION: What do you do if you've got an overhead projector but no transparencies?

ANSWER: Make sure you've got some damp paper towel or facial tissue handy and write on the glass surface of the projector instead. You can also show certain objects directly on the projector.

8. QUESTION: What should you do about remembering the names of your students?

ANSWER: Use name cards from the start if you can, of course. Give yourself an opportunity deliberately to attach names to faces and to memorize them. Draw up an informal seating plan for your own use. If you've forgotten someone's name and you see no name card or have no record of the name, listen carefully for someone else to use that person's name. You might also discreetly look for a name on the covers of books or notes the person is using.

9. QUESTION: What should you do if the class has achieved the objective and you've still got time left?

ANSWER: Congratulate the class on its good work! Tell them that they've reached the objective. Ask them if they'd like to pursue something else in the time left. Be ready to let everyone go early if that's what they'd like to do (after all they've earned it). In the case of some institutions you may have to check out their policy on this type of thing ahead of time.

10. QUESTION: What do you do when you've got people in your class that know as much or almost as much about the subject as you do?

ANSWER: At the first good opportunity acknowledge the fact. If possible, try to enlist their aid in some fashion as "assistant instructors." Don't worry about the fact that you may receive pay for instructing and they don't. It may be their turn the next time. Just look on them as additional instructional resources. Treat them as a boon not a bane.

11. QUESTION: What's the maximum number of people you can instruct using an interactive approach?

ANSWER: Given today's technology of communication there really is theoretically no limit. Radio and television talk shows give some inkling of what might be done. In practical everyday terms you should draw your upper limit at about 60. Remember that small groups can be used quite effectively to promote good interaction with larger classes. Never decide you're going to lecture simply because you'll have a large class.

12. QUESTION: What should you do if you're in the middle of conducting a lesson and you find that your lesson plan just isn't working?

ANSWER: Try to give yourself a short break to sort our your thinking. You may need to try something you hadn't originally planned on doing. Some sort or change of pace or content is needed. One good approach is to stop everything and ask the class for their suggestions.

13. QUESTION: What should you do if you've prepared transparencies for use on the overhead projector and you find that you won't have an overhead projector?

ANSWER: Don't panic! If you have the time enlist the aid of others to help transfer your main transparencies to flip chart sheets or a chalk board. You might

also try putting key transparencies on a light colored wall to create a "gallery of information." Then you can have your learners group around them as part of your lesson or they could "tour" your gallery at some point. You might also use the transparencies as part of your lesson plan for giving out information or for drawing charts and diagrams during the lesson.

14. QUESTION: What should you do if one of your students says: "What you've just said is a load of crap!"?

ANSWER: The most important thing is not to lose your cool. That could just be what he or she is trying to provoke. Stop your own talking and ask the student to spell out his or her reasons. Do this in a calm and confident voice. Invite the other students to join in with their discussion. Gradually try to turn the whole incident into a real learning experience for everyone. Be prepared to change your own position if you suddenly realize that you did indeed say "a load of crap" at one point. If the student persists in being rude, invite him or her politely but firmly to leave.

15. QUESTION: One or two of your students tend to dominate all the discussions. How can you handle it?

ANSWER: Use eye contact and body positioning to try to enlist comments or responses from others in the class. Provide them with reinforcement when they do start to speak up. Try to avoid eye contact or physical closeness to your "yakkers" until you've got some of the other students talking. If necessary, speak separately to your yakkers at a convenient break point to tell them what you're trying to do and why.

16. QUESTION: What should you do if a stranger walks into your classroom and proceeds to talk intensely with one of your students?

ANSWER: As unobtrusively as possible, move closer to where the stranger is talking. When you're close enough, ask him or her if you can be of assistance.

If he or she ignores you or continues talking with the student, tell him or her that this is interrupting a class and that you'd like other business to be looked after at another time and place.

17. QUESTION: You're running out of time for your lesson and you're still not even half way completed. What should you do?

ANSWER: Find some plausible reason to declare a brief pause in the lesson. During this time identify the most essential elements that still must be dealt with. Plan to concentrate ONLY on those elements for the rest of the lesson. Make a note to deal with the remaining points in another lesson if that will be possible. Try not to simply "speed up" your lesson.

18. QUESTION: How can you handle things if one or more of your learners are showing increasing and obvious signs of restlessness and boredom?

ANSWER: Take this as a cue for a good change of pace. You might declare a break or simply suggest a walk outside. Take a look at your lesson design. Perhaps there's something in it that you can re-juggle. Even if you hadn't explained on one, a small group activity of some kind might be good. You might also ask the class for any suggestions.

19. QUESTION: A noisy piece of equipment suddenly starts up nearby. What should you do?

ANSWER: Don't try to "press on regardless." Take a pause in your lesson. You might be able to bring in some other activity that will not be as disturbed by the noise. Perhaps a walk or break outside would be in order. If the noise continues, try to approach those in charge to do something about it. You may find that you must re-locate to another classroom.

20. QUESTION: What should you do if one of your audio-visual set-ups such as a flip chart or a poster suddenly crashes to the floor?

ANSWER: Try to turn it into a joke. ("Obviously that's pretty heavy information!"). Don't let it interfere unduly with your lesson. And try not to get angry or flustered. Usually you'll find that your students will quickly help to set things right. If there's damage or spillage, do what you can for immediate repair or clean-up. Make a note of anything that will require future action. Never return damaged equipment or software to a media centre without reporting the damage.

21. QUESTION: How would you handle the situation if one of your students suddenly seemed to be suffering some sort of problem?

ANSWER: Many possibilities arise here. The main thing is to keep yourself calm. And don't jump to the conclusion that she or he is somehow "fooling around." The student could have an embarrassing personal hygiene emergency. In this case the last thing that person needs is for you to try to draw extra attention to the situation. If another student seems to be helping and they want to leave the room, by all means let them leave as discreetly as possible. Get things back to normal in the class as quickly as you can. In other cases, the student may be having some type of seizure (epileptic, diabetic, cerebral stroke, ect.); or may suddenly be choking on regurgitated food. Whatever the situation, keep calm, remain firmly in charge, and get help -- fast. If another student knows first aid or has some medical competence, invite help. What you do during these precious minutes can be vital to another human being's life. If you have first aid training yourself, so much the better. Treat every student problem seriously until you have definite proof that it is something else.

The material in this article is part of a forthcoming book by R.J. (Bob) Peterson called, ELEMENTS OF INSTRUCTING.

TRAINING IDEA # 46

Guidelines for perceiving others from their perspective

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KEY WORDS DESCRIBING THIS ARTICLE

- Interpersonal
- skill(s)
- perspective use perceive
- guidelines/rule
- quote
- handout
-
-
-

In interpersonal situations:

Understand others' responsibilities
Understand others' perspectives
Understand others' personality
Understand others' likes and dislikes
Understand others' idiosyncrasies
Understand others' from their point of view

Learn about other's till you know them
like you know yourself.

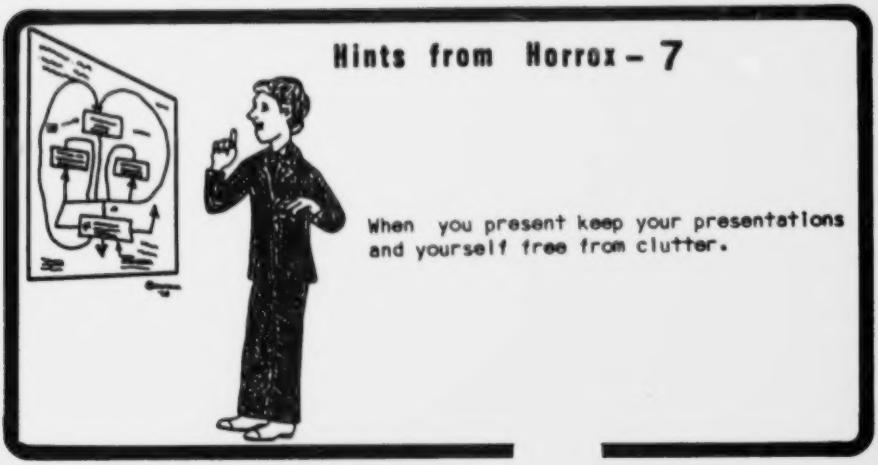
PERCEIVING GUIDELINES NOTE

I have include these guidelines because I find it difficult to be sensitive and aware of where other people are coming from. I need to be thinking constantly about the perspective of the other person because I seem to be only seeing the world from my perspective. This set of guidelines is to help me be more perceptive of others' needs.

In the preceding set of guidelines you can change the word "other" to friend, customer, manager, etc. The statements can be made generic to any type of interpersonal situation.

These guidelines may be included in a set of handouts, made into a classroom/office poster,or even used as a discussion starter where the main theme is centred on the need to be more sensitive to other persons' reasons for doing things.

oooOOOooo



TRAINING IDEA # 47

CAI - Abbreviated objectives

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KEY WORDS DESCRIBING THIS ARTICLE

* abbreviate (ed)
* objective
* CAI
* course
* develop (ment)
* design
* task
* verb
* list
*
*

> On completion of this lesson you will be able to prepare abbreviated objectives for each task from your task analysis phase.

ABBREVIATED OBJECTIVES

It must seem strange at this time to be talking about abbreviating something that logically should take place. So far we have taken a look at the people the training is for in the target audience description. Next we made a list of skills or tasks that comprise the object of the training. Now you would expect to write the detailed course objectives. Yes, this would make sense, but there is a problem. At this time in the development process things aren't too stable.

The list of tasks outlined covers the major skill areas for instruction. In some cases these tasks are complete. In most cases the tasks require a number of additional "subordinate" tasks to be mastered before the more complex task can be attempted. This lack of "finishedness" means the initial objectives aren't cast in stone, rather they are cast in Jello".

There is another reason for not writing the complete objective at this time. A properly written objective contains many parts and takes considerable time to develop. At this time in the development process taking the time to write well designed objectives could be, and most often is, a waste of time.

Whether you write full or abbreviated objectives one point is critical. You must be able to observe the task. Actions like writing, assembling, repairing and typing can be easily observed. Unfortunately actions like thinking, feeling and believing are difficult if not impossible to observe. What does someone demonstrate when thinking? It's kind of hard to say. The problem is no two people agree. These covert (non-observable) skills prove to be the greatest challenge to the training developer. Making non-observable or hard to observe tasks requires more than application of some magic dust. Unless you can subdivide a non-observable task into a number of observable behaviours you will have many long, hard and frustrating discussions with your subject matter specialists.

Sometimes it is difficult to describe what it is you are looking for in performance. Picking the "right" action that best describes what you need is sometimes easier if you have a list of verbs to pick from. There is an excellent book on objective writing that has an excellent verb list. It's called Stating Behavioral Objectives for Classroom Instruction by Norman E Gronlund, published by The Macmillan Company, 866 Third Ave, New York 10022. Another is Objectives for Instruction and Evaluation by R Kibler, D Cegala, L Barker and D Miles. It is available from Didactic Systems, Inc. Box 457 Cranford, New Jersey 07016. This publication contains an extensive list of verbs and addresses to obtain complete objectives in many subject areas. Yes, if you don't have access to these there is help. Just take a look at the end of this article. I have included a brief but useful verb list.

WHAT DO ABBREVIATED OBJECTIVES HAVE TO DO WITH CAI DESIGN?

No doubt this question has crossed your mind. Up until now I have discussed many steps in design, but they are the same steps you would use for design of any training. No matter what delivery method you choose; whether it is workshop, lecture, self-paced or CAI, there are no short-cuts to effective design. Training that works is a result of a systematic design process. Bear with me. All the effort pays high returns in quality training.

WHAT DO ABBREVIATED OBJECTIVES LOOK LIKE?

Unlike the three part behavioural objective, the abbreviated objective contains only the observable action. For example, if the objective is to demonstrate the combining of ingredients to complete a recipe, then the abbreviated objective would be "can combine ingredients". Note, there are no givens, no criterion measures, just observable action. If the objective is to demonstrate the measuring of the corneal surface of an eye using an ophthalmometer within 1/4 diopter in two minutes, the abbreviated objective could be "can measure cornea with ophthalmometer".

Here's some practice in identifying abbreviated objectives. Mark the abbreviated objectives with a check mark.

___ a) can assemble 3 widgits per hour without assistance.
___ b) can bake.
___ c) can identify imperfections in a repaired Framis without error.
___ d) can type 15 WPM with less than 2 errors.
___ e) can repair Widgits.
___ f) can fit contact lenses.
___ g) can sort orders.
___ h) can can-can without falling.
___ i) can file a 2" notch in the valve within .001 using hand tools.
___ j) can check list for accuracy.

You should have checked the following: B,E,F,G,J. The rest have too much information. Now, with these objectives that are too long, rewrite them to meet the abbreviated objective format. When you've finished, check your answers at the end of this article.

PRACTICE EXERCISE

Write as many abbreviated objectives as you see indicated in the following:

> You are writing a course on the fitting of contact lenses. Your task analysis has indicated numerous things an optician must do before actually selecting the correct lenses. The patient is interviewed to determine pertinent medical and physical abnormalities. Next a physical examination is done using a slit-lamp biomicroscope and an ophthalmometer. If all is normal then the prescription is analyzed and the information from the physical exam is synthsized and the correct size and prescription lens is selected and fitted.

When you have all your abbreviated objectives prepared check my answers at the end of this article.

DISCUSSION QUESTIONS

1. What are the pro's and con's for preparing an abbreviated objective over a full criterion based objective?

2. What are the differences between a complete objective and an abbreviated objective?

ANSWERS TO ABBREVIATING OBJECTIVES

a) can assemble widgits.
c) can identify Framis imperfections.
d) can type.
h) can can-can.
l) can file notch.

MY LENS FITTING ABBREVIATED OBJECTIVE ANSWER

Remember, this isn't the only answer. It is mine. You will find no two designers will come up with the same list. Your answer should be similar though.

can interview.
can perform physical examination.
can operate slit-lamp bio-microscope.
can operate ophthalmometer.
can interpret slit-lamp bio-microscope readings.
can interpret ophthalmometer readings.
can interpret prescription.
can select lenses.
can fit lenses.

VERB LIST

AFFECTIVE DOMAIN (feelings)

Receiving:

asks	chooses	describes	follows
gives	holds	identifies	locates
names	selects	replies	uses

Responding:

answers	assists	complies	conforms
discusses	helps	labels	performs
practices	presents	reports	selects

Valuing:

completes	describes	explains	differentiates
follows	forms	initiates	invites
justifies	proposes	reads	selects
shares	studies	works	

Organizing:

adheres	alters	arranges	combines
compares	completes	defends	explains
generalizes	identifies	integrates	modifies
organizes	prepares	relates	synthesizes

Characterizing by value:

acts	discriminates	displays	influences
listens	modifies	performs	practices
proposes	qualifies	questions	revises
serves	solves	uses	verifies

COGNITIVE DOMAIN (thinking)

Knowledge:

defines	describes	identifies	labels
lists	matches	names	outlines
reproduces	selects	states	

Comprehension:

converts	defends	distinguishes	estimates
explains	extends	generalizes	gives examples
infers	paraphrases	predicts	rewrites

Application:

changes	computes	demonstrates	discovers
manipulates	modifies	operates	predicts
prepares	produces	relates	shows
solves	uses		

Analysis:

breaks down	diagrams	differentiates	discriminates
distinguishes	identifies	illustrates	infers
outlines	points out	relates	selects
separates	subdivides		

Synthesis:

categorizes	combines	compiles	composes
creates	devises	designs	explains
generates	modifies	organizes	plans
rearranges	reconstructs	relates	revises
rewrites	summarizes	tells	writes

Evaluation:

appraises	compares	concludes	contrasts
criticizes	describes	discriminates	explains
justifies	interprets	relates	summarizes

ADDITIONAL READING RESOURCES

CRITERION-REFERENCED INSTRUCTION:
Analysis, Design, and Implementation

by Robert F Mager - Peter Pipe
Published by Mager Associates Inc
P.O. Box 1233 Carefree Arizona 85337

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TRAINING IDEA # 48

Weighty books for trainers

by Patrick Suessmuth
R.R. #2, Hillsburgh
Ontario, N0B 1Z0
519-833-2058 (Home)
416-531-5594 (Answering Service)

and

Bill Cumberland
416-278-7687

KEY WORDS DESCRIBING THIS ARTICLE

* bibliography
* train
* weight(ed)
* book(s)/manual(s)
* manage
* communicate
* course
* design
* evaluation
* group
* dynamic(s)
* process
* instruct(ional)
* techniques
* learn(ing)
* manpower
* plan(ning)
* person
* organ(ization)
* interface
* research
* equipment (use aid)
* need(s)
* analysis

INTRODUCTION

One of the hardest questions you could ask me as a trainer is which profession related learning resource/book would I recommend to you. I find this a hard question to answer because there are so many excellent books around. Some of them are identified on the pages which follow...

but...

before going on to see these "highly" recommended books there are some things you should understand as you look at the following listings.

The resources listed here are representative selections. The full listing of about 500 items is available in a book titled, WEIGHTED BIBLIOGRAPHY OF LEARNING RESOURCES FOR T&D/HRD PRACTITIONERS, by W.H. Cumberland and P.F. Suessmuth, published by OSTD, Toronto, Ont: 1985. This book was produced by OSTD (Ontario Society for Training and Development). It's 60 pages long, and was developed to meet the objective of:

> helping T&D/HRD practitioners identify and find proven learning resources that will help them develop further as practitioners in their chosen field.

TRAINING IDEAS has arranged through OSTD for you to receive copies of this WEIGHTED BIBLIOGRAPHY by sending $15.00, plus $2.00 to cover postage and handling to

Patrick Suessmuth
P.O. Box 310
Erin, Ontario
Canada N0B 1T0

You will find the listings which follow have been divided into the 12 competency areas. Read over the list and turn to the page for the competency area you're interested in is on, and you'll find some "old friends" you've read hidden among some hopefully "new friends" you'll discover.

	COMPETENCY AREA	PAGE
1.	Administration	41
2.	Communications	42
3.	Course Design	43
4.	Evaluation	44
5.	Group Dynamics/Process	45
6.	Instructional Techniques	46
7.	Learning Theory	47
8.	Manpower Planning	48
9.	Person/Organization Interface	49
10.	Research and Development	50
11.	Training Equipment & Materials	51
12.	Training Needs Analysis	52

You will also notice the items listed under each competency have been given weightings, one for each of the four main types of Human Resource Development Practitioner,

I = Instructor
D = Designer
M = Manager
C = Consultant.

The weighting scale used is:

1 ---> MUST know
2 ---> REALLY should know
3 ---> SHOULD know
4 ---> POSSIBLY should know
5 ---> NICE to know
- ---> Unrelated

In using this weighting scale, you should realize: (1) there is some overlap in its application, (2) its use in this publication is biased by the experiences of the authors, and (3) it is not a black and white scale, it just indicates a range of values used to look at the learning resources included.

Also the various types of learning materials in each competency area have been identified using the following codes:

Bo - Book
Ar - Article in a magazine or journal
AT - Audio Tape cassette recording
CK - Course Kit, often a complete learning package.

With the above information the listings which follow should make sense to you. Happy browsing.

A NOTE OF INTEREST
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The more we, the authors, worked at producing this WEIGHTED BIBLIOGRAPHY, the more convinced we became convinced of the fact we knew less and less about training resources. It seemed the more resources we discovered the more we became convinced we knew less and less about training. (It seems, the more you know, the less you know.) We expect you may suffer this feeling too. We can offer little help in overcoming it except to say we suffered it equally in preparing this bibliography. We also expect to suffer it again and again, as you and other readers look through this material and send us letters telling us about items we missed, or should have included. We will naturally consider each of these suggestions for inclusion in the next edition of this bibliography. The one consolation in respect to this overwhelming feeling is once one has a SOLID base in any of the competency areas, irrespective of how you learned it, many resources overlap, repeat previous items and hence fall readily into place in one's personal scheme of things. It is important to recognize there are many paths to becoming competent in each of the 12 competency areas and each of these paths will make you proficient and able to readily converse with others on HRD issues even though you and others all got your depth through different learning paths.

AREA OF COMPETENCY: ADMINISTRATION

CODE	I	D	M	C	SEQUENCED COMPETENCY RESOURCES
Bo	-	1	1	1	Drucker, P.F. MANAGEMENT: TASKS, RESPONSIBILITIES, PRACTICES. New York, NY: Harper & Row, Publishers. 1974. 839pp.
Bo	3	3	1	1	French, W. PERSONNEL MANAGEMENT PROCESS: HUMAN RESOURCE ADMINISTATION. Boston, MA: Houghton Mifflin Co. 1974. 756pp.
Ar	-	-	1	1	Odiorne, G.S. TRAINING DIRECTOR - PERSONNEL MANAGER: WHO'S IN CHARGE HERE? Training and Development Journal, 1976, June, 30(6):3-6.
Ar	-	-	1	1	Deterline, W.A. CREDIBILITY IN TRAINING (6 articles). Training and Development Journal, 1976/7; 30(12):3-7; 31(1):44-48; 31(2):6-10; 31(3):6-9; 31(4):14-20; and 31(6):22-27.
Ar	-	-	1	1	Shoemaker, H.A. THE PAY-OFF OF INSTRUCTIONAL TECHNOLOGY. NSPI: Improving Human Performance Quarterly, 1976, Summer, 5(2):47-61.
Ar	-	-	1	1	Lippitt, G.L. & Nadler, L. EMERGING ROLES OF THE TRAINING DIRECTOR. Training and Development Journal, 1967, Aug., 21(8):2-10.
Ar	-	-	1	1	Gilbert, T.F. THE HIGH COST OF KNOWLEDGE. Personnel, 1976, Mar/April, 53(2):11-23.
Ar	-	-	1	1	U.S. Civil Service Commission. A TRAINING COST MODEL (Feb. 1972). U.S. Civil Service Commission, Bureau of Training, Training Management Division.
Bo	3	4	1	1	Craig, R.L. & Bittel, L.R. TRAINING AND DEVELOPMENT HANDBOOK. New York, NY: McGraw-Hill Book Co. 1967. 650pp.

AREA OF COMPETENCY: COMMUNICATIONS

CODE	I	D	M	C	SEQUENCED COMPETENCY RESOURCES
Bo	1	1	1	1	Haney, W.V. COMMUNICATION AND ORGANIZATIONAL BEHAVIOR: TEXT AND CASES. Homewood, IL: Richard D. Irwin, Inc. 1973. 583pp.
Bo	1	-	1	1	Nierenberg, G.I. & Calero, H. HOW TO READ A PERSON LIKE A BOOK. New York, NY: Hawthorn Books, Inc. 1971. 180pp.
Bo	3	1	1	1	Flesch, R. SAY WHAT YOU MEAN. New York, NY: Harper & Row, Publishers, Inc. 1972. 163pp.
Bo	1	1	3	2	Renner, P.F. THE INSTRUCTOR'S SURVIVAL KIT. Vancouver, BC: Training Associates Limited. 1980. Approximately 130pp.
Bo	5	3	1	1	Gane, C. MANAGING THE TRAINING FUNCTION. London, England: George Allen and Unwin. 1972. 183pp.
Bo	2	-	2	1	Fast, J. BODY LANGUAGE. New York, NY: M. Evans & Co., Inc. 1970. 192pp.
Ar	2	2	-	2	Brack, H.A. LISTENING -- A NEW PRIORITY IN SMALL GROUP PROCESS? ED 193 722, 1980, 10pp.
Bo	2	2	3	2	Kolb, D.A., Rubin, I.M. & McIntyre, J.M. ORGANIZATIONAL PSYCHOLOGY: A BOOK OF READINGS and AN EXPERIENTIAL APPROACH. Englewood Cliffs, NJ: Prentice-Hall, Inc. 1971. Readings-387pp. and Experiential Approach-305pp.
Ar	2	2	3	2	Peterson, B. NOW LISTEN HERE! CTM: The Human Element, 1981, Oct., 14(3):27-29.
Bo	2	3	2	2	Rogers, J. UNDERSTANDING PEOPLE: OR HOW TO BE YOUR VERY OWN SHRINK. Chicago, IL: Nelson-Hall. 1979. 219pp.

AREA OF COMPETENCY: COURSE DESIGN

CODE	I	D	M	C	SEQUENCED COMPETENCY RESOURCES
Bo	1	1	1	1	Mager, R.F. PREPARING INSTRUCTIONAL OBJECTIVES. Belmont, CA: Lear Seagler, Inc./Fearon Publishers. 1962. 60 pp.
Bo	1	1	3	1	Delbecq, A.L., Van de Ven, A.H. & Gustafson, D.H. GROUP TECHNIQUES FOR PROGRAM PLANNING: A GUIDE TO NOMINAL GROUP AND DELPHI PROCESSES. Glenview, IL: Scott, Foresman & Co. 1975. 174pp.
Bo	1	1	3	1	Scannell, E.E. & Newstrom, J.W. GAMES TRAINERS PLAY: EXPERIENTIAL LEARNING EXERCISES. New York, NY: McGraw-Hill Book Co. 1980. 303pp.
Bo	1	1	3	1	Scannell, E.E. & Newstrom, J.W. MORE GAMES TRAINERS PLAY: EXPERIENTIAL LEARNING EXERCISES. New York, NY: McGraw-Hill Book Co. 1983. 301pp.
Bo	4	1	1	1	Branson, R.K. et al. INTERSERVICE PROCEDURES FOR INSTRUCTIONAL SYSTEMS DEVELOPMENT (5 Volumes). Volume numbers: ADA-019-486 to ADA-019-490. Springfield, VA: National Technical Information Service, U.S. Dept. of Commerce. 1975. 1193pp.
Bo	1	1	4	1	Pfeiffer, J.W. & Jones, J.E. ANNUAL HANDBOOK FOR GROUP FACILITATORS (1972 and onward). San Diego, CA: University Associates Publishers, Inc.
Bo	5	1	1	1	Fordyce, J.K. & Weil, R. MANAGING WITH PEOPLE: A MANAGER'S HANDBOOK OF ORGANIZATION DEVELOPMENT METHODS. Reading, MA: Addison-Wesley Publishing Co. 1971. 192pp.
Bo	2	1	2	1	Romiszowski, A.J. THE SELECTION AND USE OF INSTRUCTIONAL MEDIA. London, England: Kogan Page. 1974. 350pp.

AREA OF COMPETENCY: EVALUATION

CODE	I	D	M	C	SEQUENCED COMPETENCY RESOURCES
Bo	1	1	1	1	Springer, J.W., editor. JOB PERFORMANCE STANDARDS AND MEASURES. Madison, Wisconsin: American Society for Training and Development. 1980. 250pp.
Bo	1	2	1	1	Mager, R.F. PREPARING INSTRUCTIONAL OBJECTIVES. Belmont, CA: Lear Seagler, Inc./Fearon Publishers. 1962. 60 pp.
Bo	1	1	3	1	Warr, P., Bird, M. & Rackham, N. EVALUATION OF MANAGEMENT TRAINING. London, England: Gower Press. 1971. 111pp.
Bo	3	1	1	1	Gilbert, T.F. HUMAN COMPETENCE: ENGINEERING WORTHY PERFORMANCE. New York, NY: McGraw-Hill Book Co. 1978. 376pp.
Ar	5	1	1	1	Goldstein, I.L. THE PURSUIT OF VALIDITY IN THE EVALUATION OF TRAINING PROGRAMS. Human Factors, 1978, April, 20(2):131-144.
Bo	1	1	3	2	Suessmuth, P. IDEAS FOR TRAINING MANAGERS AND SUPERVISORS. San Diego, CA: University Associates Publishers, Inc. 1978. 328pp.
Bo	1	1	3	2	Renner, P.F. THE INSTRUCTOR'S SURVIVAL KIT. Vancouver, BC: Training Associates Limited. 1980. Approximately 130pp.
Bo	2	-	-	-	Boydell, T. EXPERIENTIAL LEARNING. Sheffield, England: Sheffield City Polytechnic, Manchester Monographs #5. 1976. 95pp.
Bo	2	1	3	1	Mager, R.F. MEASURING INSTRUCTIONAL INTENT OR GOT A MATCH? Belmont, CA: Lear Seagler, Inc./Fearon Publishers. 1973. 160pp.
Bo	4	3	1	1	Tracy, W.R. EVALUATING TRAINING & DEVELOPMENT SYSTEMS. New York, NY: American Mgt. Ass., Inc., 1968. 304pp.

AREA OF COMPETENCY: GROUP DYNAMICS/PROCESS

CODE	I	D	M	C	SEQUENCED COMPETENCY RESOURCES
Ar	1	1	1	1	Luthans, F., Blomgren, G., Thiss, T. & Zangwill, B. PERFORMANCE FEEDBACK AND POSITIVE REINFORCEMENT: POWERFUL TOOLS FOR TRAINING, MOTIVATING AND MANAGING BETTER. Training, 1976, Dec., 13(12): whole issue.
Bo	1	1	-	1	Rackham, N. & Morgan, T. BEHAVIOUR ANALYSIS IN TRAINING. London, England: McGraw-Hill Book Company (UK) Ltd. 1977. 327pp.
Ar	1	1	-	1	Jones, D. MEASURING AND IMPROVING GROUP EFFECTIVENESS. ED 161 127, 1978, 39pp.
Bo	1	1	3	1	Napier, R.W. & Gershenfeld, M.K. GROUPS: THEORY AND EXPERIENCE (plus an INSTRUCTOR'S MANUAL). Boston, MA: Houghton Mifflin Co. 1973. 311pp.
Ar	1	1	5	1	Stokes, J.P. & Tait, R.C. GROUP FACILITATOR TRAINING PACKAGE: TRAINER'S MANUAL AND PARTICIPANT'S MANUAL. ED 178 790, 1979, 424pp.
Ar	2	1	-	2	Kaltenback, R.F. PIONEER CESA GUIDANCE PROJECT: A STAFF DEVELOPMENT PROGRAM FOR SCHOOL COUNSELORS. GROUP FACILITATION. ED 153 108, 1977, 116pp.
Bo	2	2	-	2	Bradford, L.P. MAKING MEETINGS WORK: A GUIDE FOR LEADERS AND GROUP MEMBERS. San Diego, CA: University Associates Publishers, Inc. 1976. 121pp.
Bo	2	2	3	2	Dyer, W.G. TEAM BUILDING: ISSUES AND ALTERNATIVES. Reading, MA: Addison-Wesley Publishing Co. 1977. 139pp.

AREA OF COMPETENCY: INSTRUCTIONAL TECHNIQUES

CODE	I	D	M	C	SEQUENCED COMPETENCY RESOURCES
CK	1	1	1	1	Feeney, E.J. BEHAVIORAL ENGINEERING SYSTEMS TRAINING. Redding, Connecticut: Edward J. Feeney Associates. 1975. Three modules, each about 125pp.
Bo	1	1	-	1	Zoll, A.A.,3rd. DYNAMIC MANAGEMENT EDUCATION. Reading, MA: Addison-Wesley Publishing Co., Inc. 1969. 502pp.
Bo	1	1	-	1	Maier, N.R.F., Solem, A.R. & Maier, A.A. THE ROLE-PLAY TECHNIQUE: A HANDBOOK FOR MANAGEMENT AND LEADERSHIP PRACTICE. San Diego, CA: University Associates Publishers Inc. 1975. 290pp.
Bo	1	1	-	1	Bligh, D.A. WHAT'S THE USE OF LECTURES. Clyst Honiton, Exeter, Devon, UK: D.A. & B. Bligh. 1971. 216pp.
Bo	1	1	-	1	Zemke, R., Stanke, L. & Jones, P. (editors). DESIGNING AND DELIVERING COST-EFFECTIVE TRAINING AND MEASURING THE RESULTS. Minneapolis, MN: Lakewood Publications. 1981. 415pp.
Bo	1	-	1	1	Fournies, F.F. COACHING FOR IMPROVED WORK PERFORMANCE. New York, NY: Van Nostrand Reinhold Co. 1978. 214pp.
Bo	1	1	-	1	Mager, R.F. & Beach, Jr., K.M. DEVELOPING VOCATIONAL INSTRUCTION. Belmont, CA: Lear Seagler, Inc./Fearon Publishers. 1967. 84pp.
Bo	1	1	3	1	Scannell, E.E. & Newstrom, J.W. GAMES TRAINERS PLAY: EXPERIENTIAL LEARNING EXERCISES. New York, NY: McGraw-Hill Book Co. 1980. 303pp.

AREA OF COMPETENCY: LEARNING THEORY

CODE	I	D	M	C	SEQUENCED COMPETENCY RESOURCES
Bo	1	1	1	1	Knowles, M.S. SELF-DIRECTED LEARNING: A GUIDE FOR LEARNERS AND TEACHERS. Chicago, IL.: Follett Publishing Co. 1975. 135pp.
CK	1	1	1	1	Feeney, E.J. BEHAVIORAL ENGINEERING SYSTEMS TRAINING. Redding, Connetticut: Edward J. Feeney Associates. 1975. Three modules, each module is about 125pp.
Bo	1	1	1	1	Jones, P.G., editor. ADULT LEARNING IN YOUR CLASSROOM. Minneapolis, MN: Training Books, Training Magazine. 1982. 128pp.
Bo	1	1	1	1	Smith, D. MAXIMUM LEARNING IN MINIMUM TIME: A HANDBOOK FOR STUDENTS OF ALL AGES. New York, NY: Robert Speller & Sons, Publishers, Inc. 1972. 74pp.
Bo	1	1	-	1	Kolb, D.A., Rubin, I.M. & Mcintyre, J.M. ORGANIZATIONAL PSYCHOLOGY: A BOOK OF READINGS and AN EXPERIENTIAL APPROACH. Englewood Cliffs, NJ: Prentice-Hall, Inc. 1971. Readings-387pp. & Experiential Approach-305pp.
Bo	1	1	-	1	Tough, A. THE ADULT'S LEARNING PROJECTS. Toronto, Ont.: The Ontario Institute for Studies in Education. 1971. 191pp.
Ar	1	1	4	1	Pine, G.J. & Horne, P.J. PRINCIPLES AND CONDITIONS FOR LEARNING IN ADULT EDUCATION. Adult Leadership, 1969, Oct., 18(4):108-134.
Bo	1	1	3	2	Suessmuth, P. IDEAS FOR TRAINING MANAGERS AND SUPERVISORS. San Diego, CA: University Associates Publishers, Inc. 1978. 328pp.
Bo	1	1	3	2	Laird, D. APPROACHES TO TRAINING AND DEVELOPMENT. Reading, MA: Addison-Wesley Publishing Co. 1978. 303pp.

AREA OF COMPETENCY: MANPOWER PLANNING

CODE	I	D	M	C	SEQUENCED COMPETENCY RESOURCES
Bo	1	1	1	1	O.S.T.D. COMPETENCY ANALYSIS FOR TRAINERS: A PERSONAL PLANNING GUIDE. Toronto, Ontario: Ontario Society For Training and Development. 1979. 40pp.
Bo	1	1	1	1	McLagan, P.A. MODELS FOR EXCELLENCE. Washington, D.C.: American Society for Training and Development. 1983. 203pp.
Bo	-	-	1	1	Tregoe, B.B. & Zimmerman, J.W. TOP MANAGEMENT STRATEGY. New York, NY: Simon & Schuster. 1980. 128pp.
Bo	-	-	1	1	Fordyce, J.K. & Weil, R. MANAGING WITH PEOPLE: A MANAGER'S HANDBOOK OF ORGANIZATION DEVELOPMENT METHODS. Reading, MA: Addison-Wesley Publishing Co. 1971. 192pp.
Bo	-	-	1	1	Mahler, W.F. HOW EFFECTIVE EXECUTIVES INTERVIEW. Midland Park, NJ: Mahler Publishing Co. 1976. 249pp.
Bo	2	3	1	1	Kenny, J.B. & West, S.M. PROFESSIONAL DEVELOPMENT ACCREDITATION PROGRAM. Toronto, Ontario: Ontario Society For Training and Development. 1981. 40pp
Bo	-	-	2	1	Schein, E.H. CAREER DYNAMICS: MATCHING INDIVIDUAL AND ORGANIZATIONAL NEEDS. Reading, MA: Addison-Wesley Publishing Co. 1978. 276pp.
Bo	-	4	1	1	Niehaus, R.J. COMPUTER-ASSISTED HUMAN RESOURCES PLANNING. New York, NY: John Wiley & Sons. 1979. 338pp.
Bo	4	4	1	1	Newman, W.H., Summer, C.E. & Warren, E.K. PROCESS OF MANAGEMENT: CONCEPTS, BEHAVIOR AND PRACTICE. Englewood Cliffs, NJ: Prentice-Hall, Inc. 1977. 748pp.

AREA OF COMPETENCY: PERSON/ORGANIZATION INTERFACE

CODE	I	D	M	C	SEQUENCED COMPETENCY RESOURCES
Bo	1	1	1	1	Carkhuff, R.R. & Pierce, R.M. THE ART OF HELPING III: TRAINER'S GUIDE. Amherst, MA: Human Resource Development Press. 1977. Approximately 200pp.
Bo	1	1	1	1	Egan, G. THE SKILLED HELPER. Monterey, CA: Brooks/Cole Publishing Co. 1975. 258pp. AND also Egan, G. EXERCISES IN HELPING SKILLS: A TRAINING MANUAL TO ACCOMPANY THE SKILLED HELPER. Monterey, CA: Brooks/Cole Publishing Co. 1975. 108pp.
Bo	1	1	1	1	Kirschenbaum, H. & Glaser, B. DEVELOPING SUPPORT GROUPS: A MANUAL FOR FACILITATORS & PARTICIPANTS. San Diego, CA: University Associates, Publishers, Inc. 1978. 80pp.
Bo	-	-	1	1	Fordyce, J.K. & Weil, R. MANAGING WITH PEOPLE: A MANAGER'S HANDBOOK OF ORGANIZATION DEVELOPMENT METHODS. Reading, MA: Addison-Wesley Publishing Co. 1971. 192pp.
Bo	4	3	1	1	Vroom, V.H. & Deci, E.L. MANAGEMENT AND MOTIVATION: SELECTED READINGS. Middlesex, England: Penguin Books. 1977. 399pp.
Bo	5	4	1	1	Drucker, P.F. MANAGEMENT: TASKS, RESPONSIBILITIES, PRACTICES. New York, NY: Harper & Row, Publishers. 1974. 839pp.
Bo	5	4	1	1	Drucker, P.F. MANAGING FOR RESULTS: ECONOMIC TASKS AND RISK-TAKING DECISIONS. New York, NY: Harper & Row, Publishers. 1964. 240pp.
Bo	5	5	1	1	Newman, W.H., Summer, C.E. & Warren, E.K. PROCESS OF MANAGEMENT: CONCEPTS, BEHAVIOR AND PRACTICE. Englewood Cliffs, NJ: Prentice-Hall, Inc. 1977. 748pp.

AREA OF COMPETENCY: RESEARCH AND DEVELOPMENT

CODE	I	D	M	C	SEQUENCED COMPETENCY RESOURCES
Bo	1	3	2	1	Amidon, E.J. & Flanders, N.A. THE ROLE OF THE TEACHER IN THE CLASSROOM (A MANUAL FOR UNDERSTANDING AND IMPROVING TEACHER CLASSROOM BEHAVIOR). Minneapolis, MN: Association For Productive Teaching, Inc. 1967. 102pp.
Ar	3	1	2	1	Rosenthal, R. SELF-FULFILLING PROPHECY. Psychology Today, 1968, Sept., 2(4):44-51.
Ar	-	1	3	1	Mamarchev, H.L. & Pritchett, B. RESOURCE RESOURCEFULLNESS: A ONE-DAY TRAINING WORKSHOP. ED 181 388, 1980, 107pp.
Ar	-	1	3	1	Adams, J. & Sherwood, J.J. AN EVALUATION OF ORGANIZATIONAL EFFECTIVENESS: AN APPRAISAL OF HOW ARMY INTERNAL CONSULTANTS USE SURVEY FEEDBACK IN A MILITARY SETTING. Group & Organizational Studies, 1979, June, 4(2):170-182.
Bo	-	2	5	1	Sommer, R. & Sommer, B.B. A PRACTICAL GUIDE TO BEHAVIORAL RESEARCH: TOOLS AND TECHNIQUES. New York, NY: Oxford University Press, Inc. 1980. 256pp.
Bo	-	2	-	2	Abbey-Livingston, D. & Abbey, D.S. ENJOYING RESEARCH? A HOW TO MANUAL ON NEEDS ASSESSMENT. Toronto, Ontario: Government of Ontario, Ministry of Tourism & Recreation. 1982. 286pp.
Bo	-	2	-	2	Tough, A. THE ADULT'S LEARNING PROJECTS. Toronto, Ont.: The Ontario Institute For Studies in Education. 1971. 191pp.
Ar	-	2	-	2	Orlich, D.C. & Others. GUIDE TO SENSIBLE SURVEYS. ED 112 017, 1975, 162pp.

AREA OF COMPETENCY: TRAINING EQUIPMENT & MATERIALS

CODE	I	D	M	C	SEQUENCED COMPETENCY RESOURCES
Bo	1	1	3	1	Craig, R.L. & Bittel, L.R. TRAINING AND DEVELOPMENT HANDBOOK. New York, NY: McGraw-Hill Book Co. 1967. 650pp.
Bo	1	1	3	2	Suessmuth, P. IDEAS FOR TRAINING MANAGERS AND SUPERVISORS. San Diego, CA: University Associates Publishers, Inc. 1978. 328pp.
Bo	1	1	3	2	Laird, D. APPROACHES TO TRAINING AND DEVELOPMENT. Reading, MA: Addison-Wesley Publishing Co. 1978. 303pp.
Bo	1	1	3	2	Renner, P.F. THE INSTRUCTOR'S SURVIVAL KIT. Vancouver, BC: Training Associates Limited. 1980. Approximately 130pp.
Bo	1	1	2	3	Rose, H.C. THE INSTRUCTOR AND HIS JOB. American Technical Society. 1961. 281pp.
Ar	1	4	2	1	Bloomwell, A.E. 47 TIPS FOR FLIP-CHART USERS. Training, 1983, June, 20(6):35-38.
Bo	3	1	4	2	Hitchens, H., editor. PRODUCING SLIDE AND TAPE PRESENTATIONS. Washington, D.C.: Association for Educational Communications and Technology. 1980. 70pp.
Bo	2	1	-	1	Giustini, R. THE FILMSCRIPT: A WRITER'S GUIDE. Englewood Cliffs, NJ: Prentice-Hall, Inc. 1980. 242pp.
Bo	1	2	-	2	Oflesh, G.D. HOW TO GET THE MOST TRAINING OUT OF YOUR TRAINING FILMS. Beverly Hills, CA: Roundtable Films Inc. 1975. 13pp.
Bo	2	2	2	2	Romiszowski, A.J. THE SELECTION AND USE OF INSTRUCTIONAL MEDIA. London, England: Kogan Page. 1974. 350pp.

AREA OF COMPETENCY: TRAINING NEEDS ANALYSIS

CODE	I	D	M	C	SEQUENCED COMPETENCY RESOURCES
Bo	-	1	1	1	Mager, R.F. & Pipe, P. ANALYSING PERFORMANCE PROBLEMS OR 'YOU REALLY OUGHTA WANNA'. Belmont, CA: Lear Siegler, Inc./Fearon Publishers. 1970. 112pp.
Ar	-	1	1	1	Rummler, G. HOW TO DETERMINE WHAT PROBLEMS CAN - AND CAN'T - BE RESOLVED BY TRAINING. Training, 1976, Aug., 13(8):18-21.
CK	-	1	1	1	Feeney, E.J. BEHAVIORAL ENGINEERING SYSTEMS TRAINING. Redding, Connecticut: Edward J. Feeney Associates. 1975. Three modules, each about 125pp.
Bo	2	1	1	1	Laird, D. APPROACHES TO TRAINING AND DEVELOPMENT. Reading, MA: Addison-Wesley Publishing Co. 1978. 303pp.
Bo	3	1	1	1	Gilbert, T.F. HUMAN COMPETENCE: ENGINEERING WORTHY PERFORMANCE. New York, NY: McGraw-Hill Book Co. 1978. 376pp.
Bo	-	1	2	1	Woodcock, M. & Francis, D. UNBLOCKING YOUR ORGANIZATION. San Diego, CA: University Associates Inc. 1978. 253pp.
Ar	-	1	2	1	Wellens, J. OPERATION VULCAN. Industrial & Commercial Training, March 1972 to August 1973, 4(3) to 5(8). 14 articles. Also published as a book, which is available from Wellens Publishing, England.
Ar	-	1	2	1	Kirkpatrick, D.L. DETERMINING TRAINING NEEDS: FOUR SIMPLE AND EFFECTIVE APPROACHES. Training and Development Journal, 1977, Feb., 31(2):22-25.
Bo	-	3	1	1	Fordyce, J.K. & Weil, R. MANAGING WITH PEOPLE: A MANAGER'S HANDBOOK OF ORGANIZATION DEVELOPMENT METHODS. Reading, MA: Addison-Wesley Pub. Co. 1971. 192pp.

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